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ABSTRACT

This classroom assessment tool offers teachers a method to identify academic needs across the curriculum for migrant, language-different, and mobile students. The primary strategy of this assessment system is to identify the knowledge and skill levels of these students in core curriculum areas. The snapshot assessment is a low-stakes, informal assessment system that has been structured to help the teacher plan instruction around the learning needs of the individual student. The student is asked to perform a series of tasks that are keyed to content standards. The tasks have been developed to be as free of cultural bias as possible. Both English and Spanish are used; Spanish is the dominant second language of students in the United States. There are 11 tasks for language arts, 17 tasks in mathematics, and 14 tasks in science. The user's manual section of the document contains an overview, discussions of the design of the assessment, a discussion of how to use the assessment system, a description of developing and testing the system. The target standards, benchmarks, and tasks are included in sections on national standards, language arts assessment, mathematics assessment, and science assessment. A student proficiency checklist is included. Appendixes contain a guide to Spanish pronunciation and a teacher's guide to commonly used directions for students. (Contains 16 references.) (SLD)

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ED 460 959

Snapshot Assessment System

An Informal Tool for Classroom Teachers

for Migrant, Language-Different, and Mobile Students

MIDDLE SCHOOL
Grades 7–8

L. Cicchinelli

2A

USER'S MANUAL

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1	User's Manual
2	National Standards
3	Language Arts Assessment
4	Mathematics Assessment
5	Science Assessment
6	Student Proficiency Checklist

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Snapshot Assessment System: Grades 7–8
for
Migrant, Language-Different, and Mobile Students

I. OVERVIEW

1. Purpose

For migrant, mobile, and language-different students, there has been a lack of tools that classroom teachers can use to effectively and quickly assess academic progress in language arts, mathematics, and science in relation to content standards (local, state, and national). Most school districts send these children to an English as a Second Language (ESL) or language specialist for extensive large-scale and time-consuming test batteries. Thus, there is a need for a rapid, informal assessment—a snapshot—to help classroom teachers identify their pupils' strengths and weaknesses. This classroom assessment tool offers teachers a method to quickly identify the academic needs across curriculum areas for migrant, language-different, and mobile students.

2. Description

This first edition of the *Snapshot Assessment System: Grades 7–8* has been developed for Grades 7 and 8 to complement the *Snapshot Assessment System: Primary Level* for Grades 1 through 3 and the *Snapshot Assessment System: Intermediate Level* for Grades 4 through 6. The primary strategy of the Snapshot Assessment System is to identify the knowledge and skill levels of highly mobile and/or Limited English Proficient (LEP) students in core curriculum areas. The means to identify these levels is a series of assessment tools that can be easily and quickly used. The assessment outcome should provide teachers with the information necessary to plan for an individual student's instructional needs.

The purpose of the Snapshot Assessment System is to *identify* students' instructional needs, not to measure performance or to make programmatic decisions. This system is an informal, low-stakes classroom tool that has been structured to help teachers plan instruction around the individual student's learning needs. The Snapshot Assessment System asks the student to perform a series of tasks that are keyed to content standards. A student's success in completing these tasks will give teachers a general idea of what the student knows in mathematics, science, and language arts. The tasks have been developed to be as free from cultural bias as possible and are intended for use with both non-English-speaking and English-speaking students. Both English and Spanish are used in this first edition. (Spanish was chosen because it is the dominant second language of students in the United States.)

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II. DESIGN OF THE SNAPSHOT ASSESSMENT SYSTEM

1. Standards and Benchmarks

The Snapshot Assessment System is an informal assessment tool consisting of performance tasks designed to indicate a student's knowledge and skill levels. Academic content standards and benchmarks, established by national groups, have been mapped to these performance tasks. The standards used were created by national subject-matter groups representing content areas in language arts, mathematics, and science. Specifically, the standards were adopted from those developed by the federally funded Standards Project for the Language Arts (SPELA, 1994) and additional work continued by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) in 1995; the *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989) and the mathematics assessment framework developed by NAEP (1994); the *National Science Education Standards* (NCSESA, 1994), Project 2061's *Benchmarks for Science Literacy* (1993), and the *Scope, Sequence, and Coordination of Secondary School Science: The Content Core* (NSTA, Pearsall, 1993). These standards were articulated and integrated into a universal set of content standards and benchmarks in the report *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education, 2nd edition*, by John S. Kendall and Robert J. Marzano (1997). (The authors use the term *benchmarks* to describe the next level of content specificity beneath a standard. Other commentators and various states use different terminology [e.g., indicators, check points, learning expectations] to describe the same thing.)

Each of the performance tasks within the Snapshot Assessment System indicates the specific standards and benchmarks targeted by the task. Not all standards and benchmarks are covered by the intermediate level system. The only standards and benchmarks that are targeted are those that are grade-level appropriate and that are considered *foundational to the understanding of future content.* Teacher researchers were engaged to help develop the system, and content-area experts were consulted to identify key, overarching concepts that are the critical building blocks to these content areas. To cover every standard and benchmark with the individual tasks would render the Snapshot Assessment System unmanageable and would defeat its purpose, which is to quickly identify the approximate skill and knowledge base of a student in order to make instructional decisions that facilitate her or his academic progress. The system is designed specifically to focus only on the overarching instructional needs of a student, not to identify gaps in a student's knowledge in detail.

In general, the tasks are organized progressively from seventh grade through eighth grade in each content area. The standards and benchmarks from the seventh-grade level through the end of the eighth-grade level are mapped to the tasks. Tasks are not specified by grade level because of differences among teachers and schools regarding when specific skills and content are covered (e.g., content covered in one school in a given grade may be covered in another school in a different grade).

In order to facilitate its use throughout the nation, individual state standards can be mapped to the Snapshot Assessment System. Presently, the state standards or draft standards of Colorado, Utah, Missouri, North Dakota, and Maine are mapped to the Snapshot Assessment System. States interested in having their state standards mapped to the Snapshot Assessment System should contact the authors.

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2. Snapshot Assessment System Contents

The system is organized into a series of performance tasks across the content areas. There are 11 tasks in language arts, 17 tasks in mathematics, and 14 tasks in science. The content targets of these tasks are as follows:

LANGUAGE ARTS

Task 1: Reading level: fluency.
Task 2: Understanding technical writing.
Task 3: Drafting, revising, and editing writing.
Task 4: Identifying parts of speech and grammar.
Task 5: Punctuation, possessive, and sentences.
Task 6: Spelling.
Task 7: Comprehensive and making predictions.
Task 8: Recognizing fact and opinion.
Task 9: Point of view.
Task 10: Understanding organizational features of printed text and technology.
Task 11: Understanding literary terminology.

MATHEMATICS

Task 1: Understanding integers, exponents, and square roots.
Task 2: Understanding ordering, place value, and rounding.
Task 3: Understanding factors, multiples, and prime numbers.
Task 4: Understanding fractions, decimals, percents, and ratios.
Task 5: Understanding and analyzing patterns.
Task 6: Analyzing functional relationships.
Task 7: Understanding simple linear equations.
Task 8: Constructing data displays and understanding measure of central tendency.
Task 9: Evaluating arguments based on statistical claims and drawing conclusions.
Task 10: Apply concepts of ratio and proportion and solving problems using coordinate geometry.
Task 11: Understanding perimeter and area.
Task 12: Understanding surface area and volume.
Task 13: Understanding angles and interpreting scales.
Task 14: Understanding formulas and changes in linear dimensions.
Task 15: Understanding ratios, proportions, and percents in the real world.
Task 16: Understanding computation of fractions and decimals
Task 17: Understanding basic algebra.

SCIENCE

Task 1: Interpreting and evaluating data in order to formulate scientific conclusions.
Task 2: Understanding processes of scientific investigation.
Task 3: Understanding changes in matter and energy.
Task 4: Understanding food chains and interaction of nonliving and living things.
Task 5: Understanding photosynthesis, respiration, and recycling of materials through an ecosystem.
Task 6: Understanding cells.
Task 7: Understanding human body systems and disease.
Task 8: Understanding cell division, chromosomes and genes, and changes over time.
Task 9: Understanding composition of Earth and processes that shape it.
Task 10: Understanding weather.
Task 11: Observing, the oceans.
Task 12: Understanding the structure, interaction and composition of the solar system.
Task 13: Understanding renewable and non-renewable resources and the use of technology to solve community problems.
Task 14: Understanding controlled experiements.

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3. Snapshot Assessment System Structure

The Snapshot Assessment System uses a binder/loose-leaf format with tabs identifying content areas and specific system sections. The user's manual, scoring forms, national and state standards taxonomies mapped to the tasks, and all required manipulatives are included. All materials are designed as nonconsumables (teachers should have students complete work on scratch paper and/or teachers should photocopy indicated pages). The Snapshot Assessment System is structured to be almost entirely self-contained and reusable.

The first page for each performance task is structured as follows:

- Task number and task target
- Content standard and benchmarks
- Task description, including
  - instructions for administration of the task
  - answers to problems/questions posed by the task
- Materials (required items for completion of the task, e.g., pencil, paper, manipulatives)
- A scoring system for rating the task

The subsequent pages consist of the performance tasks themselves. They are structured so that the instruction to the student is

- first, provided in English (in plain text on the left side of the page);
- then, provided in Spanish (in bold text on the right side of the page); and
- finally, provided phonetically in Spanish (in plain text with bold for syllables to be emphasized) to assist English-speaking teachers in pronouncing the Spanish instruction for a student and in understanding a student's answers.

Tasks may include questions, pictures, stories, and mathematics problems and/or may require the use of manipulatives. The manipulatives in the Snapshot Assessment System include one cardboard sheet of punch-out attribute blocks of different shapes.

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III. HOW TO USE THE SNAPSHOT ASSESSMENT SYSTEM

1. Administering the Snapshot Assessment System

The following methods are recommended:

a. Review tasks first. Field-test results strongly indicate the need to review and actually practice these tasks before administering them to a student. The tasks are not complex, but teachers should be aware that many require a student to use paper, pencils, manipulatives, drawing implements, etc. Further, reviewing each task will help the teacher understand the purpose and methods used in each task, which should optimize its usefulness.

b. Administer only selected tasks. This system is a needs assessment tool designed to estimate the knowledge that a student brings to the classroom by administering a *minimum* number of tasks in each content area. Therefore, a student should *not* be asked to complete all tasks, as in an achievement test. The teacher should make an initial estimate of a student's knowledge and then select appropriate assessment tasks. A teacher may choose to start with Task 1 in each content area if the student seems to be at a basic skill level. A student's performance on Task 1 provisionally will provide the teacher with enough information to approximate which other task(s) in that content area should be given to the student. The teacher then can choose another task based on the information provided in Task 1 to pinpoint the student's knowledge. Another approach is to begin assessing the student's knowledge with the task (in a content area) that is most closely related to what the teacher is teaching. Student performance on that task will indicate how knowledgeable the student is in the content area that is currently the subject of classroom instruction. It also will provide the teacher with a broad indication regarding a student's knowledge level in the overall content area (high or low). Based on these indications, the teacher can select additional tasks to approximate more closely the student's knowledge in the content area.

   The field-test validation results of the Snapshot Assessment System indicate that a student's knowledge can be assessed (on the average) with the use of two to three tasks per content area.

c. Administer tasks to students individually. The Snapshot Assessment System was created to identify the knowledge and skill levels of *individual* students, particularly migrant, language-different, and mobile students. The Snapshot Assessment System is especially useful for migrant students, given the inconsistencies among national and state student record transfer networks. However, in some circumstances the teacher may wish to use the Snapshot Assessment System with groups of students. For example, a migrant summer program may include a large group of students for which the teacher has little background information and/or records that are difficult to interpret. The teacher may choose to administer specific assessment tasks to obtain a general idea

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of the students' abilities as a group, as well as the levels of individual students. Many of the tasks within the Snapshot Assessment System can be administered successfully to a group. The teacher can give instructions to the whole group but must ensure that each student completes the task individually. However, in a group setting, some of the value of the assessment tasks will be lost since the system is designed to be used in one-to-one interactions between student and teacher.

d. Reuse the Snapshot Assessment System. The Snapshot Assessment System materials are reusable, provided the teacher directs the student to complete all tasks on separate pieces of paper or uses the reproducible worksheets. Student worksheets can be photocopied. (Permission is granted to reproduce specific pages labeled as "Student Worksheets".)

e. Administering the tasks during regular class periods. The Snapshot Assessment System is not designed to gauge English-language fluency but to estimate knowledge in content areas. Therefore, the greatest value is derived when it is used by the classroom teacher (versus the ESL specialist or testing specialist) to determine first hand what a student knows.

   The first page of every task is the teacher page. It includes instructions for the teacher, a list of items required to complete the task (e.g., pencil, paper, manipulatives, etc.), and the answers to problems and/or questions posed by the task. The pages following the teacher page are for the student. The student should be given these pages (as appropriate, according to the task) and should use the material on these pages to complete the task. One colored cardboard punch-out card of attribute blocks is included for use with certain tasks. This should be reused.

   At the outset, tasks should be given first in English to assess the student's ability to perform in that language. If the student is bilingual in Spanish or uses Spanish as the primary language, the teacher then should administer the task in Spanish.

   There is no time limit on tasks, but the need for extended periods of time to complete tasks is indicative of a student's learning style and/or other issues and provides additional information for the teacher. The average task should take about two to three minutes to complete. Some tasks, however, may take longer, depending on the content. For tasks that require more time, a teacher may give an individual student a task to complete while the rest of the class works on general assignments or is provided other instruction.

f. Develop your own style. It is important to recognize that the Snapshot Assessment System does not rely on a regimented set of administrative procedures. It is a classroom tool that gives a teacher a quick look at a student's knowledge and skill levels related to content standards. Teacher judgment is a critical element in its effectiveness. Each task will provide the teacher with a wealth of information about an individual student, but the teacher must interpret the information and use it to plan for appropriate instruction

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for that student. Therefore, teachers should develop their own styles for using the Snapshot Assessment System. There are no absolutes regarding administration, only recommendations (as suggested here).

2. Using the Snapshot Assessment System with Language-Different Students

In addition to instruction in English, the Snapshot Assessment System includes instruction in Spanish and Spanish phonetics to assist English-speaking teachers in pronouncing the language so that a monolingual Spanish-speaking student can understand and perform the tasks. The tasks use sheltered English approaches and incorporate visuals, kinesthetic activities, and other methods to minimize the need for language in performing each task. Many tasks can be explained through the teacher's demonstration, regardless of a student's native language.

To use the Snapshot Assessment System effectively with a language-different student, the following methods are recommended:

a. Practice the Spanish phonetics. The field-test results indicate that a student who is a monolingual Spanish speaker can understand a monolingual English-speaking teacher and successfully respond to the assessment tasks if the teacher effectively utilizes the phonetic pronunciations provided in Appendix A of the *User's Manual*. Teachers should practice the phonetics and speak slowly, emphasizing the syllables that are in bold print.

b. Ask others who are bilingual to assist when necessary. If a monolingual Spanish-speaking student does not respond or does not understand the task, it may be because the student is not proficient in the content being assessed *or* it may be that the student needs additional direction beyond the Spanish that has been provided. If the teacher does not speak Spanish, he or she should enlist the aid of bilingual students, paraprofessionals, parent helpers, or other teachers to assist in administering the task.

c. Beware of content gaps spanning languages. Assess the student's knowledge of content in English first. Use Spanish only if the student is a native Spanish speaker and does not perform proficiently on the task. Some bilingual students do not have a command of either English or Spanish. It is not unusual to find that a student may understand some content only in English, some content only in Spanish, and some in both languages, or that a student may be content deficient in both languages.

Additionally, many teachers are misled into believing that students understand English well, when, in fact, they are simply mimicking other students or have only a surface, conversational understanding of English and not a conceptual understanding of academic terms. The Snapshot Assessment System is particularly useful in assisting teachers in determining which students have a conceptual understanding of content-specific language in English.

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3. Using the Snapshot Assessment System with Culturally Different Students

In today's schools, diversity is the rule rather than the exception. Students from various countries and cultures may react differently to the Snapshot Assessment System. In many cultures it is considered disrespectful to look the teacher in the eye or to respond assertively to questions. Many students are fearful because they neither speak English nor understand the unwritten rules of schools in the United States. Teachers should focus first on developing the teacher/student relationship necessary for the student to feel safe enough to respond to the performance tasks. Teachers should provide examples or demonstrate some tasks with the intention of making participation enjoyable. Students who perceive the Snapshot Assessment System as a formal test may develop test anxiety or become unresponsive. Please keep in mind that the purpose of the Snapshot Assessment System is to identify what a student knows in relation to content and not to make transitional decisions.

4. Scoring and Interpretation

The scoring system included on each task is standard and is provided as a guideline. The scoring is intentionally generic because the purpose of the Snapshot Assessment System is to estimate a student's skill and knowledge level in relation to content standards. The crucial objective, therefore, is to identify whether a student is proficient, not proficient, or in the process of gaining proficiency in a standard. The Snapshot Assessment System is meant to provide the teacher with a quick glimpse of a student's content knowledge to facilitate meaningful instructional planning for that student, not to identify comprehensively all of the details of a particular student's knowledge gaps.

As an informal assessment tool, the Snapshot Assessment System assumes a pivotal role for teacher judgment and interpretation. The scoring forms for each content area (Section 6) may be photocopied by users for

- rating performance in relation to the standards/benchmarks in a content area,
- recording teacher comments regarding specific performance on tasks, and
- recording teacher recommendations regarding individual instructional needs.

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Snapshot Assessment ™ Mathematics Grades 7 and 8

STUDENT PROFICIENCY CHECKLIST

Student name *Antonio Jaramillo* Grade Level *8th* Teacher: *P. Smith*

TASK	ASSESSMENT TARGET	PROFICIENCY✓	COMMENTS
Task 1	A. Understanding Integers	0 1 2 3	
	B. Understanding Exponents	0 1 2 3	
	C. Understanding Square Roots	0 1 2 3	
Task 2	A. Ordering Sets of Numbers	0 X 2 3	*Does not understand negative numbers*
	B. Place Values and Rounding	0 1 2 X	*Good comprehension*
Task 3	A. Understanding Factors	0 1 2 3	
	B. Gre…on Factors and	0 1 2 3	
Tas…	…mputation of …		
Task 17	A. Order of Operations	0 1 2 3	
	B. Algebra Substitutions	X 1 2 3	*Does not understand variables or how to use them*
	C. One-Step Equations	X 1 2 3	*Has difficulty with algebraic concepts*

Instructional recommendations: *Work with student toward understanding algebraic concepts, especially those dealing with variables and substitution.*

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IV. DEVELOPMENT AND FIELD-TESTING OF THE SNAPSHOT ASSESSMENT SYSTEM

1. How the Snapshot Assessment System Was Developed

The format for the *Snapshot Assessment System: Grades 7–8* was developed following a review of the literature on informal and formal assessment of content with language-different and migrant students and with the assistance of various assessment and language experts. Using this initial format, the field-test version of the Snapshot Assessment System was developed with the assistance of 13 teacher researcher/consultants from school districts across Colorado. Six of the teacher-researchers were seventh-grade teachers and five were eighth-grade teachers. Three of the teachers were ESL/bilingual language specialists. Four of the teachers were language arts teachers, three were mathematics teachers, and three were science teachers. This group of teachers and specialists worked with the authors to review the content standards, select the principal foundational content targets, and develop the performance tasks. The authors then mapped the standards to the performance tasks. A pilot-test format was created and field-tested first with the teacher-researcher group to identify problems and suggest improvements to the structure, format, and overall strategy of the Snapshot Assessment System. Based on these initial trials, the performance tasks were revised, and a full-scale field-test form was created.

2. How the Snapshot Assessment System Was Validated

Seventy-eight teachers from five states (Colorado, Missouri, North Dakota, Maine, and Utah), who work directly with migrant, language-different, and mobile students, were recruited to participate in training and field-testing of the Snapshot Assessment System. These teachers attended training sessions conducted by the authors in the five states. All participating teachers were provided with a full day of training on the purpose of the Snapshot Assessment System, administration of the tasks, practice in using Spanish phonetics, and using an overall evaluation format. All teachers were given a full field-tested copy of the Snapshot Assessment System, a scoring form, evaluation forms for each performance task, an overall evaluation form, and a student interview evaluation form. Teachers were asked to use the tools with both English- and Spanish-speaking students and to pilot-test a minimum of 15 performance tasks over a four-to-six week period. Following the field-test, the authors collected the evaluation data and interviewed all participating teachers regarding their experiences with the Snapshot Assessment System. The field-test version was reviewed by a team of eight experts in assessment, content, and migrant and bilingual education. Recommendations from all teachers and reviewers were used to improve each task and the Snapshot Assessment System as a whole. Based on the results of the field-tests and external reviews, a first edition of the *Snapshot Assessment System: Grades 7–8* was produced.

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3. Field-Test Results

The following summarizes the results of the evaluation of the *Snapshot Assessment System for Grades 7-8* from the field test:

a. Demographics

i. Total teacher evaluators completing the summary evaluation: 41

ii. Total number of students tested: 629

iii. Average number of assessment tasks tested per teacher: 15

iv. Number of teachers who tested students in different content areas:

Language arts	41
Mathematics	41
Science	41

v. Number of students tested per grade level:

Seventh	291
Eighth	180
All other grade levels	158

vi. Total number of tasks field-tested with migrant students: 149

vii. Total number of tasks field-tested with Spanish-speaking students: 289

b. Performance tasks

i. Average number of performance tasks required for teachers to determine the approximate skill level of students in the content areas:

Language arts	3.6
Mathematics	4.0
Science	4.0

ii. Average time for students to complete performance tasks:

Language arts	5.5 minutes
Mathematics	5.5 minutes
Science	5 minutes

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iii. Average time needed to determine the approximate skill level of students in each content area:

Language arts	19.8 minutes
Mathematics	22 minutes
Science	20 minutes

c. Teacher ratings of effectiveness and validity

i. In your opinion did the Snapshot Assessment System accurately identify the basic foundational knowledge of students you tested?

Excellent/Good: 78% (N = 31) **Moderate:** 15% (N = 6) **Fair/Low:** 7% (N = 3)

ii. Did the Snapshot Assessment System help you identify where to place student(s) in the curriculum?

Strongly Agree/Agree:	70% (N = 28)
Somewhat Agree:	23% (N = 9)
Strongly Disagree/Disagree:	7% (N = 3)

iii. Were the Spanish translations effective?

Yes: 44% (N = 18) **No:** 7% (N = 3) **Did not Apply:** 46% (N=19) **Missing** 3% (N = 1)

iv. Were the phonetics of the Spanish effective?

Yes: 17% (N = 7) **No:** 12% (N = 5) **Did not Apply:** 68% (N=28)

v. Were you able to use the assessments and the accompanying manipulatives easily and effectively?

Strongly Agree/Agree:	68% (N = 28)
Somewhat Agree:	27% (N = 11)
Strongly Disagree/Disagree:	5% (N = 2)

vi. Would you use the Snapshot Assessment System with your students when it becomes available?

Strongly Agree/Agree:	78% (N = 31)
Somewhat Agree:	15% (N = 6)
Strongly Disagree/Disagree:	7.5% (N = 3)

vii. Overall, how would you rate the value and effectiveness of the Snapshot Assessment System?

Excellent/Good: 73% (N = 30) **Moderate:** 20% (N = 8) **Fair/Low:** 7.5% (N = 3)

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4. Assessment Completion Time Per Task

Language Arts	Average Completion Time
Task 1: Reading level: fluency.	4.5 minutes
Task 2: Understanding technical writing.	4.1 minutes
Task 3: Drafting, revising, and editing writing.	4.9 minutes
Task 4: Identifying parts of speech and grammar.	6.0 minutes
Task 5: Punctuation, possessive, and sentences.	5.9 minutes
Task 6: Spelling.	4.5 minutes
Task 7: Comprehension and making predictions.	3.9 minutes
Task 8: Recognizing fact and opinion.	4.2 minutes
Task 9: Point of view.	3.1 minutes
Task 10: Understanding organizational features of printed text and technology.	5.2 minutes
Task 11: Understanding literary terminology.	3.1 minutes

Mathematics	Average Completion Time
Task 1: Understanding integers, exponents, and square roots.	5.2 minutes
Task 2: Understanding ordering, place value, and rounding.	4.1 minutes
Task 3: Understanding factors, multiples, and prime numbers.	5.2 minutes
Task 4; Understanding fractions, decimals, percents, and ratios.	5.5 minutes
Task 5: Understanding and analyzing patterns.	5.1 minutes
Task 6: Analyzing functional relationships.	5.0 minutes
Task 7: Understanding simple linear equations.	4.5 minutes
Task 8: Constructing data displays and understanding means of central tendency.	5.5 minutes
Task 9: Evaluating arguments based on statistical claims and drawing conclusions.	4.1 minutes
Task 10: Apply concepts of ratio and proportion and solving problems using coordinate geometry.	5.5 minutes
Task 11: Understanding perimeter and area.	5.7 minutes
Task 12: Understanding surface area and volume.	4.3 minutes
Task 13: Understanding angles and interpreting scales.	4.7 minutes
Task 14: Understanding formulas and changes in linear dimensions.	4.5 minutes
Task 15: Understanding ratios, proportions, and percents in the real world.	4.3 minutes
Task 16: Understanding computation of fractions and decimals.	4.9 minutes
Task 17: Understanding basic algebra.	4.0 minutes

Science	Average Completion Time
Task 1: Interpreting and evaluationg data in order to formulate scientific investigations.	4.2 minutes
Task 2: Understanding processes of scientific investigation.	5.3 minutes
Task 3: Understanding changes in matter and energy.	4.2 minutes
Task 4: Understanding food chains and interaction of nonliving and living things.	4.9 minutes
Task 5: Understanding photosynthesis, respiration, and recycling of materials through an ecosystem.	3.2 minutes
Task 6: Understanding cells.	5.0 minutes
Task 7: Understanding human body systems and disease.	4.9 minutes
Task 8: Understanding cell division, chromosomes and genes, and changes over time.	5.1 minutes
Task 9: Understanding composition of Earth and processes that shape it.	4.5 minutes
Task 10: Understanding weather.	4.2 minutes
Task 11: Understanding the oceans.	3.3 minutes
Task 12: Understanding the structure, interaction and composition of the solar system.	3.1 minutes
Task 13: Understanding renewable and non-renewable resources and the use of technology to solve community problems.	4.1 minutes
Task 14: Understanding controlled experiments.	2.2 minutes

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APPENDIX A

SPANISH PRONUNCIATION

1. Spanish Phonetics

There are only minor differences in sounds between the Spanish alphabet and the English alphabet. For this reason and for simplification, the phonetics used in the Snapshot Assessment System are not based on the International Phonetic Alphabet.

To speak Spanish well enough to be understood, you need only remember the correct pronunciation of the five Spanish vowels. Unlike their English equivalents, each Spanish vowel is always pronounced the same, as follows:

a	(ah)	as in taught
e	(eh)	as in let
i	(ee)	as in peep
o	(oh)	as in over
u	(oo)	as in pool

Don't forget: These sounds are always the same.

Although some variations occur, the consonants in Spanish are similar to their English equivalents.

2. Spanish Accentuation

Any part of a word that carries a written accent mark (´) should be pronounced louder and with more emphasis (e.g., café = kah-**fay**). If there is no written accent mark, emphasize the last syllable of the word (e.g., Beatriz = beh-ah-**trees**). For words ending in a vowel, or in *n* or *s*, stress the next to the last syllable (e.g., Francisco = Frahn-**cees**-koh). Apply this rule throughout the Snapshot Assessment System wherever phonetics have been provided.

3. Gender of Nouns and Adjectives

Unlike English, nouns and adjectives in Spanish have gender. Gender of nouns is indicated by the singular articles *el* for masculine nouns (e.g., **el chico** = the boy) and *la* for feminine nouns (e.g., **la chica** = the girl). Generally, gender of adjectives (and many nouns) is determined by the last letter of the word. That is, words ending in *o* are usually (but not always) masculine (e.g., **el chico americano**) and those ending in **a** are usually (but not always) feminine (e.g., **la chica Americana**).

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APPENDIX B

TEACHER'S GUIDE TO COMMONLY USED DIRECTIONS FOR STUDENTS

1. Preparing Students to Take the Snapshot Assessment

You are going to do some activities so we can see what you know.
Vas a hacer unas actividades para que veamos todo lo que sabes.
Vahs **ah**-sare **oo**-nahs ahk-tee-veh-**dah**-dehs pa-**rah** keh veh-**ah**-mohs **to**-doh loh keh **sah**-behs.

2. General Directions and Questions to Students

1. Come here. (**Ven.**) (Vehn.)

2. Sit down. (**Siéntate.**) (See-**en**-tah-teh.)

3. Stand up. (**Parate.**) (Pah-**rah**-teh.)

4. How are you? (**¿Cómo estás?**) (**Koh**-moh es-**tahs**?)

5. What is (or, Tell me) your name? (**¿Cómo te llamas?**) (**Koh**-moh teh **ya**-mahs?)

6. Please write your name. (**Por favor, escribe tu nombre.**) (Pohr fah-**vohr** ehs-**cree**-beh too **nohm**-breh.)

7. Please write (or, Show me) how old you are. (**¿Por favor, cuántos años tienes? Escribe los años que tienes**.)
(Pohr fah-**vohr, kwan**-tohs ah-nyos tee-**en**-es? Ehs-**cree**-beh lohs **ah**-nyos key tee-**en**-es.)

8. Write, or please show me on the map, where you were born. (**¿De dónde eres tú? Por favor, escribe o enseñame dónde naciste en un mapa.**) (Deh **done**-deh **eh**-rehs too?
Pohr fah-**vohr**, ehs-**cree**-beh oh ehn-sehn-**ya**-me **done**-deh nah-**cees**-teh ehn oon **mah**-pah.)

9. Please write (or, Tell me) what language you speak. (**Por favor, dime o escribe el idioma que hablas.**) (Pohr fah-**vohr, dee**-mah oh ehs-**cree**-beh el e-dee-**oh**-mah key **ah**-blahs.)

10. Thank you. You may return to class. (**Gracias. Puedes regresar a tu clase.**)
(Grah-**see**-ahs. Poo-**whey**-dehs reh-greh-**sahr** ah too **clah**-seh.)

11. Please speak more slowly. (**Por favor, habla más despacio.**)
(Pohr fa-**vohr**, ahb-**lah** mahs dehs-**pah**-see-oh.)

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3. Specific Directions Regarding Performance Assessments in Spanish

English	Spanish	Phonetic
1. Please _____	1. Por favor _____	1. Pohr-fah-**vohr** _____
a. show	**a. muestra/enseña**	a. moo-**es**-trah/en-**sen**-ya
b. point to	**b. apunta a**	b. ah-**pon**-tah ah
c. place/put (in order)	**c. pon en orden**	c. pone en **or**-den
d. arrange/organize	**d. arregla/organiza**	d. a-**rreg**-lah/or-ga-**nee**-saw
e. choose/select	**e. escoge**	e. es-**co**-hay
f. read	**f. lee**	f. **lay**-ee
g. write/type	**g. escribe**	g. es-**cree**-bay
h. spell	**h. deletrea**	h. day-**leh**-treh-ah
i. alphabetize	**i. pon en órden alfabetico**	i. pone en **or**-den alfa-bet-**tee**-co
j. answer/tell	**j. contesta/di**	j. con-**tes**-tah/dee
k. listen	**k. escucha**	k. es-**coo**-cha
l. change	**l. cambia**	l. cahm-**be**-ah
m. find	**m. encuentra**	m. en-**kwen**-tra
n. draw a line	**n. dibuja una linea**	n. dee-boo-ha **oo**-nah lee-**nay**-ah
o. underline	**o. puedes subrayar**	o. poo-**way**-days **soo**-bray-ar
p. circle	**p. pon un círculo**	p. pone oon **seer**-koo-low
q. delete	**q. quite**	q. **kee**-tay
r. draw	**r. dibuja**	r. dee-**boo**-ha
s. identify	**s. identifica**	s. I-den-tif-**fee**-kah
t. press/touch	**t. toca**	t. **toe**-kah
u. correct	**u. corrige**	u. ko-**ree**-hay
v. watch	**v. mira**	v. **mee**-rah
w. make	**w. haz**	w. ahs
x. begin/start	**x. empieza**	x. em-**pee**-es-ah
y. finish/end	**y. termina**	y. term-**meen**-nah
z. complete	**z. completa**	z. com-**pleh**-tah

Nod your head if you understand. **Si me entiendes, mueve tu cabeza para arriba y abajo.**
(See meh en-tee-**en**-dehs moo-**eh**-veh too kah-**beh**-sah **pah**-ra ah-**ree**-bah ee ah-**bah**-hoe.)

Raise your hand if you do not understand. **Si no me entiendes, levanta la mano.**
(See no meh en-tee-**en**-dehs, ley-**vahn**-tah la **mah**-no.)

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Snapshot Assessment Language Arts Standards
Grades (7–8)

LANGUAGE ARTS	TASK TARGET	CONTENT STANDARDS
Task 1	Reading level: fluency.	5. Demonstrates competence in the general skills and strategies of the reading process.
Task 2	Understanding technical writing.	6. Demonstrates competence in the general skills and strategies for reading a variety of literary texts. 7. Demonstrates competence in the general skills and strategies for reading a variety of informational texts.
Task 3	Drafting, revising, and editing writing.	1. Demonstrates competence in the general skills and strategies of the writing process. 2. Demonstrates competence in the stylistic and rhetorical aspects of writing. 7. Demonstrates competence in the general skills and strategies for reading a variety of informational texts.
Task 4	Identifying parts of speech and grammar.	3. Uses grammatical and mechanical conventions in written compositions.
Task 5	Punctuation, possessives, and sentences.	1. Demonstrates competence in the general skills and strategies of the writing process. 3. Uses grammatical and mechanical coventions in written compositions.

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Snapshot Assessment Language Arts Standards
Grades (7–8)

LANGUAGE ARTS	TASK TARGET	CONTENT STANDARDS
Task 6	Spelling.	3. Uses grammatical and mechanical conventions in written compositions.
Task 7	Comprehension and making predictions.	5. Demonstrates competence in the general skills and strategies of the reading process. 6. Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
Task 8	Recognizing fact and opinion.	7. Demonstrates competence in the general skills and strategies for reading a variety of texts.
Task 9	Point of view and opinion.	7. Demonstrates competence in the general skills and strategies for reading a variety of texts.
Task 10	Understanding organizational features of printed text and technology.	7. Demonstrates competence in the general skills and strategies for reading a variety of texts.
Task 11	Understanding literary terminology.	6. Demonstrates competence in the general skills and strategies for reading a variety of literary texts.

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Standards and Benchmarks Targeted by Language Arts Tasks

The following language arts standards and benchmarks have been distributed across Language Arts Tasks 1 through 10. They are described on pages 8-10, in the section entitled "Design of the Snapshot Assessment System." Standards and benchmarks are taken from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, by Kendall and Marzano (1996). The original sources for each standard and benchmark are listed below.

Standard 1: Demonstrates competence in the general skills and strategies of the writing process.

- **Benchmark (6-8) 1b. Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory works and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions).**
  - Australian Education Council, p. 61
  - Edison Project: Primary, Elem., Junior, p. 35
  - New Standards: Elem., Middle, High, p. 26
  - National Council of Teachers of English: Standards in Practice, p. 33
  - Texas: English Language Arts and Reading, p. 22
  - Utah Core Curriculum: Language Arts Standard no. 02-1
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

- **Benchmark (6-8) 1c. Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, work processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor to publish written work).**
  - Australian Education Council, p. 61
  - Edison Project: Primary, Elem., Junior, p. 35
  - New Standards: Elem., Middle, High, p. 26
  - National Council of Teachers of English: Standards in Practice, p. 33
  - Texas: English Language Arts and Reading, p. 22
  - Utah Core Curriculum: Language Arts Standard no. 03-1
  - Board of Education, Commonwealth of Virginia: Standards of Learning, pp. 70-71

Standard 2: Demonstrates competence in the stylistic and rhetorical aspects of writing.

- **Benchmark (6-8) 2b. Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences).**
  - Mississippi: English Language Arts, p. 32
  - New Standards: Elem., Middle, High, p. 26
  - National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, pp. 24, 25
  - Utah Core Curriculum: Language Arts Standard no. 03-1

Standard 3: Uses grammatical and mechanical conventions in written compositions.

- **Benchmark (6-8) 3a. Uses simple and compound sentences in written compositions.**
  - Mississippi: English Language Arts, p. 30
  - New Standards: Elem., Middle, High, p. 26
  - National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  - Board of Education, Commonwealth of Virginia: Standards of Learning, pp. 68, 70

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- **Benchmark (6-8) 3b. Uses pronouns in written compositions (e.g., relative, demonstrative, personal [i.e., possessive, subject, object]).**
  - Edison Project: Primary, Elem., Junior, p. 34
  - National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  - Mississippi: English Language Arts, p. 25
  - New Standards: Elem., Middle, High, p. 26
  - National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  - Texas: English Language Arts and Reading, p. 22
  - Utah Core Curriculum: Language Arts Standard no. 03-1
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

- **Benchmark (6-8) 3c. Uses nouns in written compositions (e.g., forms possessives of nouns; forms irregular plural nouns).**
  - National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  - Mississippi: English Language Arts, p. 23
  - New Standards: Elem., Middle, High, p. 26
  - Texas: English Language Arts and Reading, p. 22
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

- **Benchmark (6-8) 3d. Uses verbs in written compositions (e.g., uses linking and auxiliary verbs, verb phrases, and correct forms of regular and irregular verbs).**
  - National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  - Mississippi: English Language Arts, p. 24
  - National Council of Teachers of English: Standards in Practice, p. 98
  - Utah Core Curriculum: Language Arts Standard no. 03-1
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

- **Benchmark (6-8) 3e. Uses adjectives in written compositions (e.g., pronominal, positive, comparative, superlative).**
  - Edison Project: Primary, Elem., Junior, p. 34
  - National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  - Mississippi: English Language Arts, pp. 25, 26
  - New Standards: Elem., Middle, High, p. 21
  - National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  - Utah Core Curriculum: Language Arts Standard no. 03-1
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

- **Benchmark (6-8) 3f. Uses adverbs in written compositions (e.g., chooses between forms of adjectives and adverbs).**
  - Edison Project: Primary, Elem., Junior, p. 34
  - National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  - Mississippi: English Language Arts, p. 26
  - New Standards: Elem., Middle, High, p. 26
  - National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  - Utah Core Curriculum: Language Arts Standard no. 8I, 03-1
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

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- **Benchmark (6-8) 3g. Uses prepositions and coordinating conjunctions in written compositions (e.g., uses prepositional phrases, combines and embeds ideas using conjunctions).**
  Australian Education Council, p. 61
  Edison Project: Primary, Elem., Junior, p. 34
  National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  Mississippi: English Language Arts, p. 27
  New Standards: Elem., Middle, High, p. 26
  National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  Board of Education, Commonwealth of Virginia: Standards of Learning, p. 68

- **Benchmark (6-8) 3h. Uses interjections in written compositions.**
  Mississippi: English Language Arts, p. 27
  Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

- **Benchmark (6-8) 3i. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list, uses a dictionary and other resources to spell words, uses common prefixes and suffixes as aids to spelling, applies rules for irregular structural changes).**
  Australian Education Council, p. 61
  Edison Project: Primary, Elem., Junior, p. 34
  National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  Mississippi: English Language Arts, p. 8
  New Standards: Elem., Middle, High, p. 26
  National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  Texas English Language Arts and Reading, p. 22
  Utah Core Curriculum: Language Arts Standard no. 81,03-1
  Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

- **Benchmark (6-8) 3j. Uses conventions of capitalization in written compositions (e.g. titles [books, stories, poems, magazines, newspapers, songs, works of art], proper nouns [team names, companies, schools and institutions, departments of government, religions, school subjects], proper adjectives, nationalities, brand names of products).**
  Edison Project: Primary, Elem., Junior, p. 34
  National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  Mississippi: English Language Arts, p. 15
  New Standards: Elem., Middle, High, p. 26
  National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  Texas: English Language Arts and Reading, p. 22
  Utah Core Curriculum: Language Arts Standard no. 81, 03-1
  Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

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- **Benchmark (6-8) 3k. Uses conventions of punctuation in written compositions (e.g. uses exclamation marks after exclamatory sentences and interjections; uses periods in decimals, dollars, and cents; uses commas with nouns of address and after mild interjections; uses quotation marks with poems, songs, and chapters; uses colons in business letter salutations; uses hyphens to divide words between syllables at the end of a line).**
  Edison Project: Primary, Elem., Junior, p. 34
  National Council of Teachers of English: Exemplar Series: 6-8, 9-12, p. 2
  Mississippi: English Language Arts, pp. 17-22
  New Standards: Elem., Middle, High, p. 26
  National Assessment of Educational Progress: Writing Achievement Levels-Setting Procedure, p. 25
  Texas: English Language Arts and Reading, p. 22
  Utah Core Curriculum: Language Arts Standard no. 8I,03-1
  Board of Education, Commonwealth of Virginia: Standards of Learning, p. 71

Standard 5: Demonstrated competence in the general skills and strategies of the reading process.

- **Benchmark (3-5) 5c. Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures.**
  National Assessment of Educational Process 1992 Reading Assessment

- **Benchmark (3-5) 5f. Decodes unknown words using a variety of context clues (e.g., draws on earlier reading, reads ahead).**
  New Standards: Elem., Middle, High, p. 22
  National Council of Teachers of English: Standards in Practice, pp. 9, 24
  National Council for the Social Studies: Curriculum Standards for Social Studies, p. 148
  Texas: English Language Arts and Reading, p. 3, 15
  Utah Core Curriculum: Language Arts Standard no. 5E, 02, 03
  Board of Education, Commonwealth of Virginia: Standards of Learning, p. 64

- **Benchmark (6-8) 5b. Establishes and adjusts purposes for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts).**
  National Council of Teachers of English: Standards in Practice, p. 8
  National Council for the Social Studies: Curriculum Standards for Social Studies, p. 148
  Texas: English Language Arts and Reading, p. 4
  Board of Education, Commonwealth of Virginia: Standards of Learning, p. 64

- **Benchmark (6-8) 5g. Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts.**
  National Council of Teachers of English: Standards in Practice, p. 64
  Texas: English Language Arts and Reading, p. 17
  Utah Core Curriculum: Language Arts Standard no. 8I, 01-1

Standard 6: Demonstrates competence in the general skills and strategies for reading a variety of literary texts.

- **Benchmark (6-8) 6a. Applies reading skills and strategies to a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales).**
  National Assessment of Educational Process 1992 Reading Assessment, p. 3
  New Standards: Elem., Middle, High, p. 22
  Texas: English Language Arts and Reading, p. 14
  Board of Education, Commonwealth of Virginia: Standards of Learning, pp. 68-70
  Mississippi: English Language Arts, pp. 12-14
  National Council of Teachers of English: Standards in Practice, pp. 48, 64
  Utah Core Curriculum: Language Arts Standard no. 01-1

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- **Benchmark (6-8) 6d. Recognizes complex elements of plot (e.g., cause-an-effect relationships, conflicts, resolutions).**
  - Australian Education Council, pp. 58, 59
  - Mississippi: English Language Arts, p. 12
  - National Assessment of Educational Process 1992 Reading Assessment, p. 24
  - Texas: English Language Arts and Reading, p. 18
  - Utah Core Curriculum: Language Arts Standard no. 6E, 02
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 70

- **Benchmark (6-8) 6e. Recognizes devices used to develop characters in literary texts (e.g., character traits, motivations, changes, and stereotypes).**
  - Australian Education Council, p. 58
  - New Standards: Elem., Middle, High, p. 26
  - Texas: English Language Arts and Reading, p. 18
  - Utah Core Curriculum: Language Arts Standard no. 8E, 01
  - Board of Education, Commonwealth of Virginia: Standards of Learning, pp. 68, 70

- **Benchmark (6-8) 6f. Makes inferences and draws conclusions about story elements (e.g., main and subordinate characters, events, setting, theme, missing details).**
  - Australian Education Council, p. 58
  - National Assessment of Educational Process 1992 Reading Assessment, p. 4, 14
  - New Standards: Elem., Middle, High, p. 22, 26
  - National Council of Teachers of English: Standards in Practice, p. 33
  - Texas: English Language Arts and Reading, p. 18
  - Utah Core Curriculum: Language Arts Standard no. 8E, 01-1
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 70

- **Benchmark (6-8) 6i. Recognizes the use of specific literary devices (e.g., foreshadowing, flashback, progressive and digressive time, suspense, figurative language, description, metaphor).**
  - National Assessment of Educational Process 1992 Reading Assessment, p. 4
  - New Standards: Elem., Middle, High, p. 26
  - Texas: English Language Arts and Reading, p. 18
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 70

Standard 7: Demonstrates competence in the general skills and strategies for reading a variety of informational texts.

- **Benchmark (3-5) 7a. Applies reading skills and strategies to a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines).**
  - National Assessment of Educational Process 1992 Reading Assessment, pp. 4-6
  - New Standards: Elem., Middle, High, p. 22
  - National Council of Teachers of English: Standards in Practice, p. 52
  - Texas: English Language Arts and Reading, p. 3
  - Utah Core Curriculum: Language Arts Standard no. 5E, 04, 05
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 67

- **Benchmark (3-5) 7d. Identifies and uses the various parts of a book (index, table of contents, glossary, appendix) to locate information.**
  - National Council for the Social Studies: Curriculum Standards for Social Studies, p. 148
  - Texas: English Language Arts and Reading, p. 6
  - Utah Core Curriculum: Language Arts Standard no. 5E, 02

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- **Benchmark (6-8) 7a. Applies reading skills and strategies to a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogues).**
  - Australian Education Council, p. 58
  - Mississippi: English Language Arts, p. 12
  - National Assessment of Educational Process 1992 Reading Assessment, pp. 5, 6
  - New Standards: Elem., Middle, High, p. 22
  - National Council of Teachers of English: Standards in Practice, p. 83
  - Texas: English Language Arts and Reading, p. 14
  - Utah Core Curriculum: Language Arts Standard no. 01-1,01-5
  - Board of Education, Commonwealth of Virginia: Standards of Learning, pp. 69, 71

- **Benchmark (6-8) 7f. Identifies techniques used to convey viewpoint (e.g., woe choice, language structure, context).**
  - National Assessment of Educational Process 1992 Reading Assessment, pp. 16, 17
  - Texas: English Language Arts and Reading, p. 16
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 69

- **Benchmark (6-8) 7h. Draws conclusions and makes inferences based on explicit and implicit information in texts.**
  - National Assessment of Educational Process 1992 Reading Assessment, p. 18
  - Texas: English Language Arts and Reading, p. 16
  - Utah Core Curriculum: Language Arts Standard no. 02
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 68

- **Benchmark (6-8) 7i. Differentiates between fact and opinion in informational texts.**
  - National Council for the Social Studies: Curriculum Standards for Social Studies, p. 148
  - Texas: English Language Arts and Reading, p. 16
  - Utah Core Curriculum: Language Arts Standard no. 8E, 01-3
  - Board of Education, Commonwealth of Virginia: Standards of Learning, p. 69

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Snapshot Assessment Mathematics
Grades (7–8)

MATHEMATICS	TASK TARGET	CONTENT STANDARDS
Task 1	Understanding integers, exponents, and square roots.	2. Understands and applies basic and advanced properties of the concepts of numbers. 3. Uses basic and advanced procedures while performing the processes of computation.
Task 2	Understanding ordering, place value, and rounding.	2. Understands and applies basic and advanced properties of the concepts of numbers.
Task 3	Understanding factors, multiples, and prime numbers.	2. Understands and applies basic and advanced properties of the concepts of numbers.
Task 4	Understanding fractions, decimals, percents, and ratios.	3. Uses basic and advanced procedures while performing the processes of computation.
Task 5	Understanding and analyzing patterns.	6. Understands and applies basic and advanced concepts of statistics and data analysis. 8. Understands and applies basic and advanced properties of functions and algebra.
Task 6	Analyzing functional relationships.	4. Understands and applies basic and advanced properties of the concepts of measurement. 8. Understands and applies basic and advanced properties of functions and algebra.
Task 7	Understanding simple linear equations.	8. Understands and applies basic and advanced properties of functions and algebra.

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Snapshot Assessment Mathematics
Grades (7–8)

MATHEMATICS	TASK TARGET	CONTENT STANDARDS
Task 8	Constructing data displays and understanding measures of central tendency.	6. Understands and applies basic and advanced concepts of statistics and data analysis.
Task 9	Evaluating arguments based on statistical claims and drawing conclusions.	1. Uses a variety of strategies in the problem-solving process. 6. Understands and applies basic and advanced concepts of statistics and data analysis. 7. Understands and applies basic and advanced concepts of probability.
Task 10	Applying concepts of ratio and proportion and solving problems using coordinate geometry.	3. Uses basic and advanced procedures while performing the processes of computation. 5. Understands and applies basic and advanced properties of the concepts of geometry.
Task 11	Understanding perimeter and area.	4. Understands and applies basic and advanced properties of the concepts of measurement.
Task 12	Understanding surface area and volume.	4. Understands and applies basic and advanced properties of the concepts of measurement.
Task 13	Understanding angles and interpreting scales.	2. Understands and applies basic and advanced properties of the concepts of numbers. 5. Understands and applies basic and advanced properties of the concepts of geometry.
Task 14	Understanding formulas and changes in linear dimensions.	4. Understands and applies basic and advanced properties of the concepts of measurement.

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MATHEMATICS	TASK TARGET	CONTENT STANDARDS
Task 15	Understanding ratios, proportions, and percents in the real world.	2. Understands and applies basic and advanced properties of the concepts of numbers. 3. Uses basic and advanced procedures while performing the processes of computation. 7. Understands and applies basic and advanced concepts of probability.
Task 16	Understanding computation of fractions and decimals.	3. Uses basic and advanced procedures while performing the processes of computation.
Task 17	Understanding basic algebra.	3. Uses basic and advanced procedures while performing the processes of computation. 8. Understands and applies basic and advanced properties of functions and algebra.

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Standards and Benchmarks Targeted by Mathematics Tasks

The following mathematics standards and benchmarks have been distributed across the Mathematics Tasks 1 through 14. They are described on pages 8-10, in the section entitled "Design of the Snapshot Assessment System." Standards and benchmarks are taken from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, by Kendall and Marzano (1996). The original sources for each standard and benchmark are listed below.

Standard 1: Uses a variety of strategies in the problem-solving process.

- **Benchmark (6-8) 1f. Generalizes from a pattern of observations made in particular cases, makes conjectures, and provides supporting arguments for those conjectures (i.e., uses inductive reasoning).**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 77, 82
  International Baccalaureate Math: Middle, High, p. 7
  NAEP: Mathematics Assessment Framework, p. 35
  New Standards: Elementary, Middle, High, p. 57

Standard 2: Understands and applies basic and advanced properties of the concepts of numbers.

- **Benchmark (6-8) 2a. Understands the relationships among equivalent number representations (e.g., whole numbers, positive and negative integers, fractions, ratios, decimals, percents, scientific notations, exponentials) and the advantages and disadvantages of each type of representation).**
  NCTM: Curriculum and Evaluation Standards for Math, p. 87
  International Baccalaureate Math: Middle, High, p. 9
  NAEP: Mathematics Assessment Framework, p. 21
  New Standards: Elementary, Middle, High, p. 54

- **Benchmark (6-8) 2b. Understands the characteristics and properties (e.g., order relations, relative magnitude, base-ten place value) of the set of rational numbers and its subsets (e.g., whole numbers, fractions, decimals, integers).**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 87, 91
  International Baccalaureate Math: Middle, High, pp. 9, 11
  NAEP: Mathematics Assessment Framework, pp. 21, 22
  New Standards: Elementary, Middle, High, p. 54

- **Benchmark (6-8) 2c. Understands the role of positive and negative integers in the number system.**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 91, 93
  International Baccalaureate Math: Middle, High, pp. 9, 11
  NAEP: Mathematics Assessment Framework, p. 23
  New Standards: Elementary, Middle, High, p. 54

- **Benchmark (6-8) 2d. Understands basic number theory concepts (e.g., prime and composite numbers, factors, multiples, odd and even numbers, square numbers, roots, divisibility).**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 91, 93
  International Baccalaureate Math: Middle, High, p. 9
  NAEP: Mathematics Assessment Framework, p. 23
  New Standards: Elementary, Middle, High, p. 54

- **Benchmark (6-8) 2e. Understands the characteristics and uses of exponents and scientific notation.**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 87, 88
  International Baccalaureate Math: Middle, High, pp. 11, 13
  NAEP: Mathematics Assessment Framework, p. 21
  New Standards: Elementary, Middle, High, p. 54

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- **Benchmark (6-8) 4h. Understands formulas for finding measures (e.g., area, volume, surface area).**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 116, 118
  International Baccalaureate Math: Middle, High, p. 11
  NAEP: Mathematics Assessment Framework, pp. 25-26
  New Standards: Elementary, Middle, High, p. 58

- **Benchmark (6-8) 4j. Understands procedures for basic indirect measurements (e.g., using grids to estimate area of irregular figures).**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 116, 118-119
  NAEP: Mathematics Assessment Framework, p. 26

Standards 5: Understands and applies basic and advanced properties of the concepts of geometry.

- **Benchmark (6-8) 5f. Understands the mathematical concepts of similarity (e.g., scale, proportion, growth rates) and congruency.**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 114-115
  International Baccalaureate Math: Middle, High, p. 14
  NAEP: Mathematics Assessment Framework, p. 28
  New Standards: Elementary, Middle, High, p. 55

Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis.

- **Benchmark (6-8) 6a. Understands basic characteristics of measures of central tendency (i.e., mean, mode, median).**
  NCTM: Curriculum and Evaluation Standards for Math, p. 107
  Project 2061: Benchmarks for Science Literacy, pp. 229, 291
  International Baccalaureate Math: Middle, High, p. 14
  NAEP: Mathematics Assessment Framework, p. 31
  New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 6b. Understands basic characteristics of frequency and distribution (e.g., range, varying rates of change, gaps, clusters).**
  NCTM: Curriculum and Evaluation Standards for Math, p. 107
  Project 2061: Benchmarks for Science Literacy, p. 224
  International Baccalaureate Math: Middle, High, p. 14
  NAEP: Mathematics Assessment Framework, p. 31
  New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 6d. Reads and interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter) and graphs (e.g., bar, circle, line).**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 105-106
  International Baccalaureate Math: Middle, High, p. 10
  NAEP: Mathematics Assessment Framework, p. 31
  New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 6e. Uses data and statistical measures for a variety of purposes (e.g., formulating hypotheses, making predictions, testing conjectures).**
  NCTM: Curriculum and Evaluation Standards for Math, p. 106
  International Baccalaureate Math: Middle, High, p. 14
  NAEP: Mathematics Assessment Framework, p. 31
  New Standards: Elementary, Middle, High, p. 56

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Standard 7: Understands and applies basic and advanced concepts of probability.

- **Benchmark (6-8) 7a. Determines probability using mathematical/theoretical models (e.g., table or tree diagram, area model, list, counting procedures, samples space).**
  - NCTM: Curriculum and Evaluation Standards for Math, pp. 109, 110
  - Project 2061: Benchmarks for Science Literacy, p. 229
  - International Baccalaureate Math: Middle, High, p. 14
  - NAEP: Mathematics Assessment Framework, p. 32
  - New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 7c. Understands how predictions are based on data and probabilities (e.g., the difference between predictions based on theoretical probability and experimental probability).**
  - NCTM: Curriculum and Evaluation Standards for Math, p. 109
  - Project 2061: Benchmarks for Science Literacy, p. 229
  - NAEP: Mathematics Assessment Framework, p. 32
  - New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 7e. Understands the relationship between the numerical expression of a probability (e.g., fraction, percentage, odds) and the events that produce these numbers.**
  - NCTM: Curriculum and Evaluation Standards for Math, p. 109
  - Project 2061: Benchmarks for Science Literacy, p. 229
  - NAEP: Mathematics Assessment Framework, p. 32
  - New Standards: Elementary, Middle, High, p. 56

Standard 8: Understands and applies basic and advanced properties of functions and algebra.

- **Benchmark (6-8) 8a. Knows that an expression is a mathematical statement using numbers and symbols to represent relationships and real-world situations (e.g., equations and inequalities with or without variables).**
  - NCTM: Curriculum and Evaluation Standards for Math, p. 102
  - International Baccalaureate Math: Middle, High, p. 9
  - NAEP: Mathematics Assessment Framework, p. 35
  - New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 8b. Understands that a variable can be used in many ways (e.g., as a placeholder for a specific unknown, such as $x = 8 = 13$; as a representative of a range of values, such as $4t = 7$).**
  - NCTM: Curriculum and Evaluation Standards for Math, pp. 102-103
  - Project 2061: Benchmarks for Science Literacy, p. 219
  - International Baccalaureate Math: Middle, High, p. 9
  - NAEP: Mathematics Assessment Framework, p. 34
  - New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 8e. Solves linear equations using concrete, informal, and formal methods (e.g., using properties, graphing ordered pairs, using slope-intercept form).**
  - NCTM: Curriculum and Evaluation Standards for Math, pp. 102, 104
  - International Baccalaureate Math: Middle, High, p. 9
  - NAEP: Mathematics Assessment Framework, p. 35
  - New Standards: Elementary, Middle, High, p. 56

- **Benchmark (6-8) 8d. Understands the basic concept of a function (i.e., functions describe how changes in one quantity or variable result in changes in another).**
  - NCTM: Curriculum and Evaluation Standards for Math, p. 98
  - International Baccalaureate Math: Middle, High, p. 11
  - NAEP: Mathematics Assessment Framework, p. 36
  - New Standards: Elementary, Middle, High, p. 56

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- **Benchmark (6-8) 8h. Understands basic operations (e.g., combining like terms, expanding, substituting for unknowns) on algebraic expressions.**
  NCTM: Curriculum and Evaluation Standards for Math, p. 102
  International Baccalaureate Math: Middle, High, p. 9, 11
  NAEP: Mathematics Assessment Framework, p. 35
  New Standards: Elementary, Middle, High, p. 58

- **Benchmark (6-8) 8k. Understands the properties of arithmetic and geometric sequences (i.e., linear and exponential patterns).**
  NCTM: Curriculum and Evaluation Standards for Math, pp. 81, 82, 98, 100
  International Baccalaureate Math: Middle, High, p. 13
  NAEP: Mathematics Assessment Framework, p. 34
  New Standards: Elementary, Middle, High, p. 56

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Snapshot Assessment Science
Grades (7–8)

SCIENCE	TASK TARGET	CONTENT STANDARDS
Task 1	Interpreting and evaluating data in order to formulate scientific conclusions.	15. Understands the nature of scientific inquiry.
Task 2	Understanding processes of scientific investigation.	15. Understands the nature of scientific inquiry.
Task 3	Understanding changes in matter and energy.	11. Understands energy types, sources, and conversions, and their relationship to heat and temperature. 12. Understands motion and the principles that explain it.
Task 4	Understanding food chains and interaction of nonliving and living things.	7. Understands how species depend on one another and on the environment for survival.
Task 5	Understanding photosynthesis, respiration, and recycling of materials through an ecosystem.	6. Knows the general structure and functions of cells in organisms. 7. Understands how species depend on one another and on the environment for survival. 8. Understands the cycling of matter and flow of energy through the living environment.
Task 6	Understanding cells.	6. Knows the general structure and functions of cells in organisms.
Task 7	Understanding human body systems and disease.	6. Knows the general structure and functions of cells in organisms.

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Snapshot Assessment Science
Grades (7–8)

SCIENCE	TASK TARGET	CONTENT STANDARDS
Task 8	Understanding cell division, chromosomes and genes, and changes over time.	5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next. 6. Knows the general structure and functions of cells in organisms. 7. Understands the basic concepts of the evolution of species.
Task 9	Understanding composition of Earth and processes that shape it.	2. Understands basic Earth processes.
Task 10	Understanding weather.	1. Understands basic features of the Earth. 11. Understands energy types, sources, and conversions, and their relationship to heat and temperature.
Task 11	Understanding the oceans.	1. Understands basic features of the Earth.
Task 12	Understanding the structure, interaction and composition of the solar system.	3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it.
Task 13	Understanding renewable and non-renewable resources and the use of technology to solve community problems.	16. Understands the scientific enterprise.
Task 14	Understanding controlled experiments.	15. Understands the nature of scientific inquiry.

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Standards and Benchmarks Targeted by Science Tasks

The following science and geography standards and benchmarks have been distributed across the Science Tasks 1 through 14. They are described on pages 8-10, in the section entitled "Design of the Snapshot Assessment System." Standards and benchmarks are taken from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, by Kendall and Marzano (1996). The original sources for each standard and benchmark are listed below.

Standard 1: Understands basic features of the Earth.

- **Benchmark (6-8) 1d. Knows ways in which clouds affect weather and climate (e.g., precipitation, reflection of light from the Sun, retention of heat energy emitted from the Earth's surface).**
  - NRC: National Science Education Standards, p. 160
  - CDE: Science Framework for CA Public Schools, p. 108
  - NAEP: Science Assessment/Exercise Specifications, p. 72
  - Pearsall: NSTA: The Content Core, p. 80

- **Benchmark (6-8) 1f. Knows factors that can impact the Earth's climate (e.g., changes in the composition of the atmosphere; changes in ocean temperature; geological shifts such as meteor impacts, the advance ore retreat of glaciers, or a series of volcanic eruptions).**
  - NRC: National Science Education Standards, p. 160
  - Project 2061: Benchmarks for Science Literacy, p. 69
  - NAEP: 1996 Science Framework, pp. 53, 55
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 27
  - New Standards: Elementary, Middle, High, p. 93
  - NAEP: Science Assessment/Exercise Specifications, pp. 68, 69, 73

- **Benchmark (6-8) 1h. Knows the properties that make water an essential component of the Earth system (e.g., its ability to act as a solvent, its ability to remain a liquid at most Earth temperatures).**
  - NRC: National Science Education Standards, p. 160
  - CDE: Science Framework for CA Public Schools, p. 99
  - NAEP: 1996 Science Framework, p. 54
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 34
  - New Standards: Elementary, Middle, High, p. 93
  - NAEP: Science Assessment/Exercise Specifications, p. 70

- **Benchmark (6-8) 1i. Knows that the Sun is the principal energy source for phenomena on the Earth's surface (e.g., winds, ocean currents, the water cycle, plant growth).**
  - NRC: National Science Education Standards, p. 161
  - CDE: Science Framework for CA Public Schools, pp. 108-109
  - NAEP: 1996 Science Framework, pp. 56, 61
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 23
  - New Standards: Elementary, Middle, High, p. 93
  - NAEP: Science Assessment/Exercise Specifications, p. 71
  - Pearsall: NSTA: The Content Core, p. 84
  - Duplicated in another standard: 11.3.3

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Standard 2: Understands basic Earth processes.

- **Benchmark (6-8) 2b. Knows that sedimentary, igneous, and metamorphic rocks contain evidence of the minerals, temperatures, and forces that created them.**
  - Project 2061: Benchmarks for Science Literacy, p. 73
  - CDE: Science Framework for CA Public Schools, p. 94
  - NAEP: Science Assessment/Exercise Specifications, p. 66
  - Pearsall: NSTA: The Content Core, p. 79

- **Benchmark (6-8) 2e. Knows how land forms are created through a combination of constructive and destructive forces (e.g., constructive forces such as crustal deformation, volcanic eruptions, and deposition of sediment; destructive forces such as weathering and erosion).**
  - NRC: National Science Education Standards, p. 160
  - Project 2061: Benchmarks for Science Literacy, p. 73
  - CDE: Science Framework for CA Public Schools, p. 91
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 28
  - New Standards: Elementary, Middle, High, p. 93
  - NAEP: Science Assessment/Exercise Specifications, pp. 65-66
  - Pearsall: NSTA: The Content Core, pp. 86-87

Standard 3: Understands essential ideas about the composition and structure of the universe and the Earth's place in it.

- **Benchmark (6-8) 3b. Knows characteristics and movement patterns of the nine planets in our Solar System (e.g., planets differ in size, composition, and surface features; planets move around the Sun in elliptical orbits; some planets have moons, rings of particles, and other satellites orbiting them).**
  - NRC: National Science Education Standards, p. 160
  - Project 2061: Benchmarks for Science Literacy, p. 64
  - CDE: Science Framework for CA Public Schools, pp. 81-82
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 29, 78
  - New Standards: Elementary, Middle, High, p. 93
  - NAEP: Science Assessment/Exercise Specifications, pp. 73-74
  - Pearsall: NSTA: The Content Core, pp. 90-91

- **Benchmark (6-8) 3d. Knows that gravitational force keeps planets in orbit around the Sun and moons in orbit around the planets.**
  - NRC: National Science Education Standards, p. 161
  - Project 2061: Benchmarks for Science Literacy, p. 95
  - CDE: Science Framework for CA Public Schools, p. 55
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 79
  - New Standards: Elementary, Middle, High, p. 93
  - NAEP: Science Assessment/Exercise Specifications, p. 76

- **Benchmark (6-8) 3f. Knows how the regular and predictable motions of the Sun and Moon explain phenomena on Earth (e.g., the day, the year, phases of the Moon, eclipses, tides, shadows).**
  - NRC: National Science Education Standards, p. 160
  - Project 2061: Benchmarks for Science Literacy, p. 69
  - CDE: Science Framework for CA Public Schools, p. 81
  - NAEP: 1996 Science Framework, p. 52
  - New Standards: Elementary, Middle, High, p. 93
  - NAEP: Science Assessment/Exercise Specifications, pp. 73-74
  - Pearsall: NSTA: The Content Core, pp. 83, 84

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Standard 5: Understands the genetic basis for the transfer of biological characteristics from one generation to the next.

- **Benchmark (6-8) 5c. Knows that the characteristics of an organism can be described in terms of a combination of traits; some traits are inherited and others result from interactions with the environment.**
  NRC: National Science Education Standards, p. 157
  CDE: Science Framework for CA Public Schools, p. 128
  New Standards: Elementary, Middle, High, p. 92

- **Benchmark (6-8) 5d. Knows that hereditary information is contained in genes (located in the chromosomes of each cell), each of which carries a single unit of information; an inherited trait of an individual can be determined by either one or many genes, and a single gene can influence more than one trait.**
  NRC: National Science Education Standards, p. 157
  Project 2061: Benchmarks for Science Literacy, p. 108
  CDE: Science Framework for CA Public Schools, p. 129
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 41, 78
  New Standards: Elementary, Middle, High, p. 92
  NAEP: Science Assessment/Exercise Specifications, p. 122

Standard 6: Knows the general structure and functions of cells in organisms.

- **Benchmark (6-8) 6a. Knows that all organisms re composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multicellular.**
  NRC: National Science Education Standards, p. 156
  Project 2061: Benchmarks for Science Literacy, p. 112
  CDE: Science Framework for CA Public Schools, p. 116
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 75, 123-124
  Pearsall: NSTA: The Content Core, p. 47

- **Benchmark (6-8) 6b. Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (e.g., cell growth and division, production of materials that the cell or organism needs).**
  NRC: National Science Education Standards, p. 156
  Project 2061: Benchmarks for Science Literacy, p. 112
  CDE: Science Framework for CA Public Schools, p. 127
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 33, 44, 76
  New Standards: Elementary, Middle, High, p. 92
  NAEP: Science Assessment/Exercise Specifications, pp. 123-124

- **Benchmark (6-8) 6c. Knows the levels of organization in living systems, including cells, tissues, organs, organ systems, whole organisms, and ecosystems, and the complementary nature of structure and function at each level.**
  NRC: National Science Education Standards, p. 156
  CDE: Science Framework for CA Public Schools, pp. 120, 127
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 64
  New Standards: Elementary, Middle, High, p. 92
  NAEP: Science Assessment/Exercise Specifications, p. 125

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- **Benchmark (6-8) 6d. Knows that multicellular organisms have a variety of specialized cells, tissues, organs, and organ systems that perform specialized functions (e.g., digestion, respiration, reproduction, circulation, excretion, movement, control and coordination, protection from disease).**
  - NRC: National Science Education Standards, p. 156
  - Project 2061: Benchmarks for Science Literacy, p. 112
  - CDE: Science Framework for CA Public Schools, p. 118
  - NAEP: 1996 Science Framework, p. 68
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 38, 52-58, 75, 82, 85, 95, 96
  - New Standards: Elementary, Middle, High, p. 92
  - NAEP: Science Assessment/Exercise Specifications, p. 125
  - Pearsall: NSTA: The Content Core, pp. 47, 49

- **Benchmark (6-8) 6e. Knows that disease in organisms can be caused by intrinsic failures of the system or infection by other organisms.**
  - NRC: National Science Education Standards, p. 157
  - NAEP: 1996 Science Framework, p. 68
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 54, 79-80, 83-86
  - New Standards: Elementary, Middle, High, p. 92
  - NAEP: Science Assessment/Exercise Specifications, p. 126

Standard 7: Understands how species depend on one another and on the environment for survival.

- **Benchmark (6-8) 7b. Knows that organisms can react to internal and environmental stimuli through behavioral response (e.g., plants have tissues and organs that react to light, water, and other stimuli; animals have nervous systems that process and store information from the environment), which may be determined by heredity or from past experience.**
  - NRC: National Science Education Standards, p. 157
  - CDE: Science Framework for CA Public Schools, p. 119
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 112-117, 62, 63
  - New Standards: Elementary, Middle, High, p. 92
  - Pearsall: NSTA: The Content Core, p. 48

- **Benchmark (6-8) 7c. Knows ways in which species interact and depend on one another in an ecosystem (e.g., producer/consumer, predator/prey, parasite/host, relationships that are mutually beneficial or competitive).**
  - NRC: National Science Education Standards, pp. 157-158
  - Project 2061: Benchmarks for Science Literacy, p. 117
  - CDE: Science Framework for CA Public Schools, p. 139
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 20, 124
  - NAEP: Science Assessment/Exercise Specifications, p. 126
  - Pearsall: NSTA: The Content Core, p. 54

- **Benchmark (6-8) 7f. Knows relationships that exist among organisms in food chains and food webs.**
  - NRC: National Science Education Standards, p. 158
  - Project 2061: Benchmarks for Science Literacy, p. 104
  - CDE: Science Framework for CA Public Schools, p. 139
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 19, 36, 59, 124
  - New Standards: Elementary, Middle, High, p. 92

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Standard 8: Understands the cycling of matter and flow of energy through the living environment.

- **Benchmark (6-8) 8a. Knows how energy is transferred through food webs in an ecosystem (e.g., energy enters ecosystems as sunlight, and green plants transfer this energy into chemical energy through photosynthesis; this chemical energy is passed from organism to organism, animals get energy from oxidizing their food, releasing some of its energy as heat).**
  - NRC: National Science Education Standards, p. 158
  - Project 2061: Benchmarks for Science Literacy, p. 120
  - CDE: Science Framework for CA Public Schools, p. 139
  - NAEP: 1996 Science Framework, pp. 61, 68
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 19, 47, 59
  - New Standards: Elementary, Middle, High, p. 92
  - NAEP: Science Assessment/Exercise Specifications, p. 126

- **Benchmark (6-8) 8b. Knows how matter is recycled within ecosystems (e.g., matter is transferred from one organism to another repeatedly, and between organisms and their physical environments; the total amount of matter remains constant, even though its form and location change).**
  - Project 2061: Benchmarks for Science Literacy, p. 120
  - CDE: Science Framework for CA Public Schools, p. 139
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 19, 20, 45, 60
  - New Standards: Elementary, Middle, High, p. 92
  - NAEP: Science Assessment/Exercise Specifications, p. 126
  - Pearsall: NSTA: The Content Core, p. 50

Standard 9: Understands the basic concepts of the evolution of species.

- **Benchmark (6-8) 9b. Knows basic ideas related to biological evolution (e.g., diversity of species is developed through gradual processes over many generations; biological adaptations, such as changes in structure, behavior, or physiology, allow some species to enhance their reproductive success and survival in a particular environment).**
  - NRC: National Science Education Standards, p. 158
  - Project 2061: Benchmarks for Science Literacy, p. 124
  - CDE: Science Framework for CA Public Schools, pp. 132-133
  - NAEP: 1996 Science Framework, p. 68
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 48-49, 80-82
  - New Standards: Elementary, Middle, High, p. 92

Standard 11: Understands energy types, sources, and conversions, and their relationship to heat and temperature.

- **Benchmark (6-8) 11a. Knows that energy is a property of many substances (e.g., heat energy is in the disorderly motion of molecules and in radiation; chemical energy is in the arrangement of atoms; mechanical energy is in moving bodies or in elastically distorted shapes; electrical energy is in the attraction or repulsion between charges).**
  - NRC: National Science Education Standards, p. 155
  - Project 2061: Benchmarks for Science Literacy, p. 85
  - CDE: Science Framework for CA Public Schools, p. 62
  - NAEP: 1996 Science Framework, p. 59
  - International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 33
  - New Standards: Elementary, Middle, High, p. 92
  - NAEP: Science Assessment/Exercise Specifications, p. 100
  - Pearsall: NSTA: The Content Core, pp. 105-106

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- **Benchmark (6-8) 11d. Knows that heat can be transferred through conduction, convection, and radiation; heat flows from warmer objects to cooler ones until both objects reach the same temperature.**
  NRC: National Science Education Standards, p. 155
  Project 2061: Benchmarks for Science Literacy, p. 85
  CDE: Science Framework for CA Public Schools, pp. 65, 67
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 32, 124-125
  New Standards: Elementary, Middle, High, p. 92
  Pearsall: NSTA: The Content Core, p. 107

- **Benchmark (6-8) 11f. Knows that most chemical and nuclear reactions involve a transfer of energy (e.g., heat, light, mechanical motion, electricity).**
  NRC: National Science Education Standards, p. 155
  Project 2061: Benchmarks for Science Literacy, p. 85
  CDE: Science Framework for CA Public Schools, p. 62
  NAEP: 1996 Science Framework, p. 60
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, p. 29
  New Standards: Elementary, Middle, High, p. 92
  Pearsall: NSTA: The Content Core, pp. 105-106

Standard 12: Understands motion and the principles that explain it.

- **Benchmark (6-8) 12d. Knows that an object's motion can be described and represented graphically according to its position, direction of motion, and speed.**
  NRC: National Science Education Standards, p. 154
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 25-26
  NAEP: Science Assessment/Exercise Specifications, p. 103
  Pearsall: NSTA: The Content Core, p. 104

- **Benchmark (6-8) 12e. Understands effects of balanced and unbalanced forces on an object's motion (e.g., if more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and magnitude; unbalanced forces such as friction will cause changes in the speed or direction of an object's motion).**
  NRC: National Science Education Standards, p. 154
  Project 2061: Benchmarks for Science Literacy, p. 90
  CDE: Science Framework for CA Public Schools, pp. 56, 57
  NAEP: 1996 Science Framework, p. 64
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 33, 26-27, 45, 61, 136
  New Standards: Elementary, Middle, High, p. 92
  NAEP: Science Assessment/Exercise Specifications, pp. 103-104
  Pearsall: NSTA: The Content Core, pp. 104-105

- **Benchmark (6-8) 12f. Knows that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line.**
  NRC: National Science Education Standards, p. 154
  Project 2061: Benchmarks for Science Literacy, p. 90
  CDE: Science Framework for CA Public Schools, p. 57
  NAEP: 1996 Science Framework, p. 64
  International Baccalaureate: Biology, Chemistry, Environment Systems, Middle Years Science, Physics, pp. 32, 33
  New Standards: Elementary, Middle, High, p. 92
  Pearsall: NSTA: The Content Core, pp. 104-105

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Standard 15: Understands the nature of scientific inquiry.

- **Benchmark (6-8) 15a. Knows that there is no fixed procedure called "the scientific method," but that investigations involve systematic observations, carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypotheses and explanations.**
  NRC: National Science Education Standards, p. 148
  Project 2061: Benchmarks for Science Literacy, p. 12
  NAEP: 1996 Science Framework, p. 26
  New Standards: Elementary, Middle, High, p. 96
  NAEP: 1990 Science Objectives, pp. 21, 24

- **Benchmark (6-8) 15b. Designs and conducts a scientific investigation (e.g., formulates questions, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations, critiques explanations and procedures).**
  NRC: National Science Education Standards, p. 145
  NAEP: 1996 Science Framework, pp. 26, 38
  New Standards: Elementary, Middle, High, p. 96
  NAEP: 1990 Science Objectives, p. 21

- **Benchmark (6-8) 15d. Uses appropriate tools (including computer hardware and software) and techniques to gather, analyze, and interpret scientific data).**
  NRC: National Science Education Standards, p. 145
  New Standards: Elementary, Middle, High, p. 94

- **Benchmark (6-8) 15e. Establishes relationships based on evidence and logical argument (e.g., provides causes for effects).**
  NRC: National Science Education Standards, p. 145
  NAEP: 1996 Science Framework, pp. 26, 38
  New Standards: Elementary, Middle, High, p. 94
  NAEP: 1990 Science Objectives, p. 24

- **Benchmark (6-8) 15h. Knows that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists (e.g., reviewing experimental procedures, examining evidence, identifying faulty reasoning, identifying statements that go beyond the evidence, suggesting alternative explanations).**
  NRC: National Science Education Standards, pp. 148, 171
  Project 2061: Benchmarks for Science Literacy, p. 7
  NAEP: 1996 Science Objectives, pp. 23-24

Standard 16: Understands the scientific enterprise.

- **Benchmark (6-8) 16f. Knows that there is no fixed procedure called "the scientific method," but that investigations involve systematic observations, carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypotheses and explanations.**
  NRC: National Science Education Standards, p. 169
  New Standards: Elementary, Middle, High, p. 93

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TASK 1

Snapshot Assessment Language Arts: (7–8)

Task Target: Reading level: fluency.

Content Standard(s):

5. Demonstrates competence in the general skills and strategies of the reading process.

Benchmark(s):

(3–5) 5c. Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures.

(3–5) 5f. Decodes unknown words using a variety of context clues (e.g., draws on earlier reading, reads ahead).

Task Description:

The teacher uses the word lists in part A to access the student's degree of vocabulary fluency. The teacher asks the student to read the words loud. The purpose is to check for pronunciation and fluency (not definition). Word list 1 is approximately 6th-grade level. Word list 2 is approximately 7th grade; word list 3 is approximately 8th grade, and word list 4 is approximately 9th-grade level.

In part B the teacher asks the student to read the story aloud to check for fluency (approximate level = 7th-grade reading).

Materials:

The student uses the word lists and story on the following pages for this task.

Scoring: (Use teacher judgment with the following point system to score performance, unless the task description above indicates grade-level estimates for specific subtasks; then follow the scoring directions in the task description section):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Please read the following words aloud.

Word List 1

pedestal
miniature
delicate
studious
compassionate
majestic
signature
sympathetic
poetic
gigantic

Word List 2

utopia
futile
optimism
frequent
frantic
tempestuous
panoramic
responsibility
intelligent

A. **Por favor lee las siguientes palabras en voz alta.**
Pohr fah-**vohr leh**-eh lahs see-gee-**ehn**-tehs pah-**lah**-brahs ehn vos **ahl**-tah.

pedestal	peh-**dehs**-kahl
miniatura	mee-nee-ah-**too**-rah
delicado	deh-lee-**cah**-doh
estudioso	ehs-too-dee-**oh**-soh
compasión	kohm-pah-sci-**ohn**
majestuoso	mah-jehs-too-**oh**-soh
firma	**fir**-mah
simpático	sim-**pah**-tee-koh
poético	poh-**eh**-tee-koh
gigante	he-**gahn**-teh
utopía	oo-toe-**pee**-ah
fútil	**foo**-til
optimismo	ohp-tee-**mees**-moh
frecuente	freh-**kuen**-teh
desesperado	dehs-ehs-peh-**rah**-doh
tempestuoso	tehm-pehs-too-**oh**-soh
panorámico	pah-noh-**rah**-mee-koh
responsabilidad	rehs-pohn-sah-bi-lee-**dahd**
inteligente	in-teh-leh-**hehn**-teh

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Word List 3

serenity	serenidad	seh-reh-**nee**-dahd
stagnant	estancado	ehs-kahn-**kah**-doh
accomplished	distinguido	dees-teen-**qui**-doh
notorious	notorio	no-toh-**ree**-ph
entrepreneur	empresario	ehm-preh-sah-**ree**-oh
contrary	contrario	kohn-trah-**ree**-oh
significant	significado	seeg-nee-fee-**kah**-doh
disappointed	decepcionado	deh-cehp-see-ohn-**ah**-doh
capacity	capacidad	kah-pah-**see**-dahd

Word List 4

sedentary	sedentario	seh-dehn-tah-**ree**-oh
procrastinate	procrastinar	proh-krahs-**tee**-nahr
melancholy	melancolía	mee-lahn-koh-**lee**-ah
gloomy	tenebroso	teh-neh-**broh**-soh
collective	colectivo	koh-lek-**tee**-voh
commemorative	conmemorativo	kohn-meh-moh-rah-**tee**-voh
extraordinary	extraordinario	ex-trah-ohr-dee-nah-**ree**-oh
proudly	orgullosamente	ohr-goo-yo-sah-**mehn**-teh

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B. Please read the story aloud.

Family Values

As I was growing up, my parents, brothers and sisters, and relatives were people of great value to me. They always advised me and guided me in my intellectual development and education.

These important people showed me compassion through their teachings and enthusiasm. They have helped me, and they keep on directing me the right way with gentleness, tenderness, and love.

B. **Por favor lee la historia en voz alta.**
Pohr fah-**vohr leh**-eh lah ees-toh-**ree**-ah ehn vos **ahl**-tah.

Los Valores de una Familia

Desde mi niñez a adolecencia, mis padres, hermanos y parientes fueron personas de gran valor para mi. Ellos siempre me aconsejaban y me guiaban en mi desarollo de inteligencia y la buena educación.

Estos personajes me demostraron compasión por medio de sus enseñazas y entusiasmo. Me han ayudado, y me siguen dirijiendo por el buen camino con delicadez, ternura y cariño.

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TASK 2

Snapshot Assessment Language Arts: (7–8)

Task Target: Understanding technical writing.

Content Standard(s):

6. Demonstrates competence in the general skills and strategies for reading a variety of literary texts.

7. Demonstrates competence in the general skills and strategies for reading a variety of informational texts.

Benchmark(s):

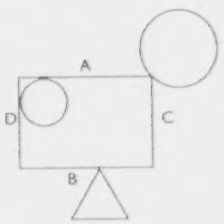
(6–8) 6a. Applies reading skills and strategies to a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales).

(6–8) 7a. Applies reading skills and strategies to a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogues).

(6–8) 7h. Draws conclusions and makes inferences based on explicit and implicit information in texts.

Task Description:

In part A, the teacher assesses the student's ability to comprehend technical writing. The solution to part A is shown below. (Note that the point of the triangle can touch side B at any place along side B.)



Materials:

The student needs a large circle, a small circle, and a small triangle from the A-blocks (attribute blocks) included in the Kit.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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Snapshot Assessment Language Arts: Task 2 (page 2)

A. Please follow the directions and use the triangle, small circle, and large circle to perform the task.

Place the square below in front of you. Side A should be facing the top; side B should be facing the bottom.

Place the triangle next to the square so that one of its points touches Side B.

Place the small circle inside the square so that one part of it touches side A and the other part touches side D.

Place the large circle outside the square so that one of the arcs touches the corner that connects side C and side A.

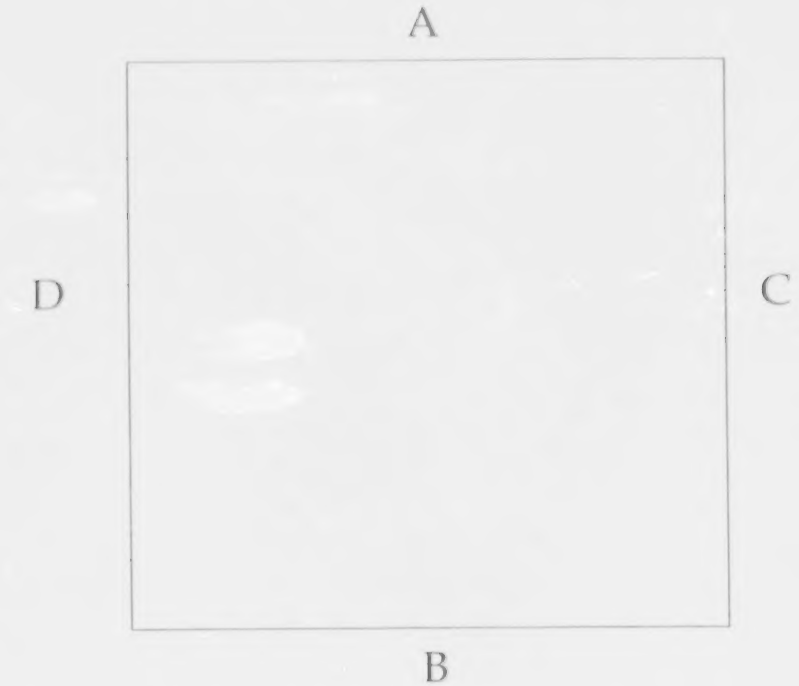
A. **Por favor sigue las instrucciones y usa el triángulo, el círculo pequeño, y el círculo grande para hacer la tarea.**
Pohr fah-**vohr see**-geh lahs een-strook-see-**ohn**-ehs ee **oo**-sah ehl tree-**ahn**-goo-loh, ehl **seer**-kooh-loh peh-**kehn**-yoh, ee ehl **seer**-koo-loh **grahn**-deh **pah**-rah ah-**sehr** lah tah-**reh**-ah.

Pon el cuadrado de abajo en frente suyo. El lado A debe quedar hacía arriba; el lado B debe quedar hacía abajo.

Pon el triángulo al lado del cuadrado de tal manera que una de las puntas toque el lado B.

Pon el círculo pequeño adentro del cuadrado de tal manera que un lado toque el lado A, y otro lado toque el lado D.

Pon el círculo grande fuera del cuadrado de tal manera que uno de los arcos toque la esquina que conecta el lado C y A.



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TASK 3

Snapshot Assessment Language Arts: (7–8)

Task Target: Drafting, revising, and editing writing.

Content Standard(s):

1. Demonstrates competence in the general skills and strategies of the writing process.
2. Demonstrates competence in the stylistic and rhetorical aspects of writing.
7. Demonstrates competence in the general skills and strategies for reading a variety of informational texts.

Benchmark(s):

(6–8) 1b. *Drafting and Revising:* Uses a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions).

(6–8) 1c. *Editing and Publishing:* Uses a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor to publish written work).

(6–8) 2b. Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences).

(6–8) 7h. Draws conclusions and makes inferences based on explicit and implicit information in texts.

Task Description:

The teacher asks the student to read the story in part A and to answer the questions.
Part A answers:
Question 1. Sentence (a) should follow the first sentence in the last paragraph. Sentence (b) should follow sentence 2 in paragraph 1. Sentence (c) should follow sentence 2 in paragraph 2. The answer to question 2 is *a*. The answer to question 3 is *c*.

Part B answers:
In #1, "P" should be placed before sentences 1, 3, 4, and 6.

Materials:

Students use the story in part A and the paragraph in part B to answer the questions. Parts A and B should be photocopied for student use.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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STUDENT WORKSHEET*

A. Read the story and answer the following questions following.

Ranching and Irrigation

In a small town in the San Luis Valley, in Colorado, lives a man named Henry and his family. Henry raises cattle with the help of his wife, two sons, and daughter. The family also grows corn to feed their cattle. ❑ The corn must be irrigated so that it will grow enough to feed the cattle through the winter months.

The majority of the water used to irrigate the crops comes from wells supplied by underground water. The level of Henry's wells is regulated by electronic signals from a satellite. ❑ This, therefore, allows the underground water to be replenished.

However, one hot, summer day, Henry discovers that his wells will not operate. ❑ He needs to determine what happened to the well.

A. Lee la historia y contesta las siguientes preguntas.
Leh-eh loh ees-toh-**ree**-ah ee kohn-**tehs**-tah lahs see-gee-**ehn**-tehs preh-**goon**-tahs.

Ganadería e Irrigación

En un pequeño pueblo en el Valle de San Luis, en Colorado vive un señor llamado Enrique con su familia. Enrique se dedica a la ganadería con la ayuda de su esposa, dos hijos, y una hija. ❑ La familia también cultiva maiz para alimentar al ganado. El maiz tiene que ser irrigado lo suficiente para que produzca una cosecha suficiente para alimentar al ganado en los meses de invierno.

La mayoría del agua usada en la irrigación de las coseschas viene de pozos de agua subterránea. El nivel del agua en los pozos de Enrique está regulado por medio de señales electrónicas de un satélite. ❑ Esto, por consiguiente, permite que los pozos se rellenen de nuevo con agua subterránea.

Sin embargo, un día caliente de verano, Enrique descubre que sus pozos no funcionan. ❑ Como resultado de esto, él necesita determinar cuál es es problema de los pozos.

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STUDENT WORKSHEET*

1. Put the sentences a, b, and c below in the order in which they would appear in the story to make the best sense. (Write the letters a, b, and c in the appropriate boxes in the story.)

   a. He is concerned about his crops and cattle.
   b. Henry owns approximately 300 acres of grazing land on his ranch.
   c. When the underground water level in the San Luis Valley is too low, the satellite sends an electronic signal to the well to shut off the flow of water.

2. Which sentence in the story can be taken out without changing the main idea of the story?

   a. Henry raises cattle with the help of his wife, two sons, and daughter.
   b. The majority of the water used to irrigate the crops comes from wells supplied by underground water.
   c. One hot summer day, Henry discovers that his wells will not operate.

3. From the list below, which is not a possible cause of Henry's problem?

   a. The pump broke.
   b. The satellite stopped functioning.
   c. The cattle drank all the water.
   d. The satellite turned off the pump.

1. **Pon las oraciones a, b y c de abajo en el orden que aparecerían en la historia para completar la historia lógicamente. (Escribe las letras a, b, y c en las cajas apropiadas en la historia.)**

   a. El estaba preocupado sobre sus cosechas y ganado.
   b. El rancho de Enrique es aproximadamente de unos 300 acres de pastoreo.
   c. Cuando el nivel del agua subterránea es baja en el Valle de San Luis, el satélite envia una señal electrónica al pozo para apagar el flujo del agua.

2. **¿Cuál oración se podría eliminar sin cambiar la idea principal de la historia?**

   a. Enrique cria ganado con la ayuda de su familia, dos hijos, y una hija.
   b. La mayoría del agua usada para irrigar las cosechas viene de pozos de agua subterránea.
   c. Un día caliente de verano, Enrique descubre que sus pozos no funcionan.

3. **De la lista de abajo, ¿cuál oración no es una causa posible del problema de Enrique?**

   a. La bomba del pozo se quebró.
   b. El satélite paró de funcionar.
   c. El ganado se bebió todo el agua.
   d. El satélite apagó la bomba del agua.

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STUDENT WORKSHEET*

B. Read the following. Put a "P" where each new paragraph should begin.

1. Until she met David, Roberta had often felt like she was the only person in class who was interested in reading. But the moment he saw her poetry notebook, he insisted on reading it. "They're dumb," she had said, though she didn't really believe it. "Don't say that," he responded, "You use beautiful words and images." Wishing she felt so confident, Roberta basked for a moment in David's encouraging words. Perhaps he was right. She shouldn't give up so easily.

B. **Lee lo siquiente. Escribe una "P" donde debe empezar un párafo nuevo.**
Leh-eh loh see-gee-**ehn**-teh. Ehs-**kree**-beh **oon**-ah "peh" **dohn**-deh **deh**-beh ehm-peh-**sahr** oon **pah**-rah-foh noo-**eh**-voh.

1. Hasta que ella encontró a David, Roberta se sentía que ella era la única persona en clase que estaba interesada en leer. Pero desde el momento que él vio su libro de poemas, él insistió en leerlo. "Son muy tontas" dijo ella, aunque en realidad ella no lo creía. "No digas eso," David respondió. "Tú usas bellas palabras e imágines." Deseando sentirse más confidente, Roberta absorvió por un momento las palabras de aliento dichas por David. Tal vez él tenía razón. Ella no debería darse por vencida tan fácilmente.

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TASK 4

Snapshot Assessment Language Arts: (7–8)

Task Target: Identifying parts of speech and grammar.

Content Standard(s):

3. Uses grammatical and mechanical conventions in written compositions.

Benchmark(s):

(6–8) 3b. Uses pronouns in written compositions (e.g., relative, demonstrative, personal [i.e., possessive, subject, object]).

(6–8) 3d. Uses verbs in written compositions (e.g., uses linking and auxiliary verbs, verb phrases, and correct forms of regular and irregular verbs).

(6–8) 3e. Uses adjectives in written compositions (e.g., pronominal, positive, comparative, superlative).

(6–8) 3f. Uses adverbs in written compositions (e.g., chooses between forms of adjectives and adverbs).

(6–8) 3g. Uses prepositions and coordinating conjuctions in written compositions (e.g., uses prepositional phrases, combines and embeds ideas using conjunctions).

(6–8) 3h. Uses interjections in written compositions.

Task Description:

The teacher asks the student to respond to the following questions to assess knowledge of parts of speech and grammar in part A and B.

Part A answers:
1.a. she—pronoun (ella—pronombre); b. kitten—noun (gatito—nombre); c. finish—verb (termine—verbo); d. damage—noun (daño—nombre).
2.a. hilarious—adjective (divertido—adjetivo); b. later—adverb (más tarde—adverbio); c. slowly—adverb (lentamente—adverbio); d. five—adjective (cinco—adjetivo), pepperoni—adjective (piperoni—adjetivo)
3.a. and—conjunction (y—conjunción); b. wow—interjection (oh—interjección); c. under—preposition (debajo de—preposición).

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Part B answers:
1.a. they, girls (ellas, niñas); 1.b. he, Hank (el, Hank); 2.a. We (Nosotros); b. her (su); c. him (para él); 3.a. Who (Quién); b. whom (a quién).

page 3

Part C answers:
ate, eaten (comí, comido); spoke, spoken (hablé, hablado); saw, seen (vi, visto); did, done (hice, hecho)
Part D answers:
1.a. are (son),
1.b. are (están),
2.a. was (fue),
2.b. were (fueron)

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Materials:

The teacher should photocopy the following pages for the student to use to complete the task.

Scoring:

(Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task ,the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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STUDENT WORKSHEET*

A. Answer the following questions.

1. Identify the underlined word in each sentence as a noun, pronoun, or verb.
   a. She is a very good student at school.
   b. The small kitten was cold and hungry.
   c. Finish your homework first.
   d. The rainstorm caused extensive damage to the house.

2. Identify the underlined word in each sentence as an adjective or adverb.
   a. The hilarious comedian told many jokes.
   b. You can come to our house later.
   c. She drove the car slowly through the blizzard.
   d. The children ordered five pepperoni pizzas for lunch.

3. Identify the underlined word in each sentence as a conjunction, preposition, or interjection.
   a. Billy and John worked together on the school project.
   b. Wow! What a beautiful day.
   c. The little boy hid under the table.

A. **Contesta las siguientes preguntas.**
Kohn-**tehs**-tah lahs see-gee-**ehn**-tehs preh-**goon**-tahs.

1. **Identifica si la palabra subrayada en cada de las siguientes oraciones es un sustantivo (nombre), pronombre, o verbo.**
   a. Ella es una estudiante buena en la escuela.
   b. El gatito pequeño estaba con frío y tenía hambre.
   c. Termine su tarea primero.
   d. La tormenta causó mucho daño a la casa.

2. **Identifica si la palabra subrayada en cada de las siguientes oraciones es un adjetivo o adverbio.**
   a. El comediante divertido dijo muchos chistes.
   b. Tú puedes venir a nuestra casa más tarde.
   c. Ella manejó el carro lentamente por la tormenta de nieve.
   d. Los niños encargaron cinco pizzas de piperoni.

3. **Identifica si la palabra subrayada en cada de las siguientes oraciones es una conjunción, preposición, o interjección.**
   a. Billy y Juán trabajaron todo el día en el proyecto de la escuela.
   b. ¡Oh! Qué día más lindo.
   c. El niño se escondió debajo de la mesa.

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C1

STUDENT WORKSHEET*

Read the questions and respond.

B. Pronouns

1. Underline the pronoun. Circle the antecedent. (e.g.—(Jake) likes to tell about his fishing trips.)

   a. The girls described how they opened their Christmas presents.
   b. Hank agreed that he made a mistake.

2. Circle the correct pronoun.

   a. (*We, Us*) drove to Lake Pueblo.
   b. The man reached over and touched (*her, she*) arm.
   c. Sam followed the directions given to (*he, him*).

3. Use *who* or *whom* in the following sentences.

   a. _____ is driving the car?
   b. You sent an invitation to _____?

C. Verbs

Write the past tense and past participle for each of the following verbs. (e.g.—*drive, drove, driven*)

eat	_____	_____
speak	_____	_____
see	_____	_____
do	_____	_____

Lee las preguntas y contesta.
Leh-eh lahs preh-**goon**-tahs ee kohn-**tehs**-tah.

B. **Pronombre**

1. Subraya el pronombre y haz un círculo alrededor del antecedente. (ej.—A (Jake) le gusta contar de sus viajes de pesca.)

   a. Las niñas describieron como ellas abrieron sus regalos de navidad.
   b. Hank se puso de acuerdo de que el hizo un error.

2. Circula el pronombre correcto.

   a. (*Nosotros, Nuestro*) manejamos al Lago Pueblo.
   b. El hombre alcanzó a tocarle (*su, ella*) brazo.
   c. Sam siguió las direcciones que le dieron (*a él, para él*).

3. Usa *quién* o *a quién* en las oraciones siguientes.

   a. ¿_____ está manejando el carro?
   b. Tú enviaste una invitacion ¿_____?

C. **Verbos**

Escribe el tiempo pasado y el participio pasado de los siguientes verbos. (ej.—*manejar, manejé, manejado*)

comer	_____	_____
hablar	_____	_____
ver	_____	_____
hacer	_____	_____

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STUDENT WORKSHEET*

D. Subject/verb agreement

1. Use *is* or *are* to complete the sentences.

   a. Pens, pencils, and paper _____ a few supplies needed for school.
   b. Cats and dogs _____ animals most people own as pets.

2. Use *was* or *were* to complete the sentences.

   a. He _____ going to run the race.
   b. They _____ at the movies.

D. **Concordancia del sujeto y del verbo**

1. **Usa *es/está* o *son/están* para completar las oraciones.**

   a. Plumas, lápices, y papel _____ algunos de los materiales que se necesitan para la escuela.
   b. Gatos y perros _____ animales que la mayor parte de la gente tiene como animales domésticos.

2. **Use *fue* o *fueron* para completar las oraciones.**

   a. El _____ a correr.
   b. Ellos _____ al cine.

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TASK 5

Snapshot Assessment Language Arts: (7–8)

Task Target: Punctuation, possessives, and sentences.

Content Standard(s):

1. Demonstrates competence in the general skills and strategies of the writing process.
3. Uses grammatical and mechanical conventions in written compostions.

Benchmark(s):

(6–8) 1c. *Editing and Publishing:* Uses a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor to publish written work).

(6–8) 3a. Uses simple and compound sentences in written compositions.

(6–8) 3c. Uses nouns in written compositions (e.g., forms possessives of nouns; forms irregular plural nouns).

(6–8) 3j. Uses conventions of capitalization in written compositions (e.g., titles [books, stories, poems, magazines, newspapers, songs, works of art], proper nouns [team names, companies, schools and institutions, departments of government, religions, school subjects], proper adjectives, nationalities, brand names of products).

(6–8) 3k. Uses conventions of punctuation in written compositions (e.g., uses exclamation marks after exclamatory sentences and interjections; uses periods in decimals, dollars, and cents; uses commas with nouns of address and after mild interjections; uses quotation marks with poems, songs, and chapters; uses colons in business letter saluations; uses hyphens to divide words between syllables at the end of a line).

Task Description:

The teacher asks the student to write answers to part A. For part B the teacher asks the student to point to the right answer. Part A answers:

1. (W)hen (I) went to the post office, I saw a (W)almart store. It was selling a lot of (Z)enith and (RCA) (TV)'s for really good prices. (T)he sale would go until (F)ebruary 2, so (I) went home to tell (M)om. (S)he didn't know anything about it, but she put down her copy of *Newsweek* magazine, put on her coat, and jumped into her (C)hevrolet. As we flew around the corner of (E)m (S)treet, (I) knew we were going to get a new television set.
2. "Don't go anywhere until I get home," said my mother.

1. (C)uando fui al correo, vi que la tienda (W)almart. Estaba vendiendo televisores de la marca (Z)enith y RCA a precios muy bajos. (L)a venta duraría hasta el 2 de febrero a si que fui a mi casa a decirle a mi mamá. (E)lla dejó la revista *Newsweek* en la mesa y se puso el abrigo y se fue en su carro (C)hevrolet. (A)l manejar tan rápido por la calle (E)m me di cuenta que íbamos a ser dueños un nuevo televisor.
2. "No vayas a ningún lado hasta que yo llegue," dijo mi madre.

Part B answers: 1. b; 2. c
Part C answers: 1. Cx; 2. S; 3. Cp

Materials:

Teacher should photocopy the following pages for students to use to complete the task.

Scoring:

(Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).
2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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C 1

STUDENT WORKSHEET*

A.

1. Circle letters that should be capitalized, and correct punctuation as needed.

when i went to the post office, I saw a walmart store It was selling a lot of zenith and rca tv's for really good prices. the sale would go until february 2 so i went home to tell mom she didn't know anything about it, but she put down her copy of *newsweek* magazine put on her coat and jumped into the chevrolet. as we flew around the corner of elm street i knew we were going to get a new television set.

2. Use quotation marks and punctuation marks to correct the following sentence.

Don't go anywhere until I get home said my mother

A.

1. **Haz un círculo alrededor de las letras que deben estar en mayúscula o no mayúscula, y corrige la punctuación dónde es necesario.**
Has oon **seer**-koo-loh ahl-reh-**deh**-dohr deh lahs **leh**-trahs keh **deh**-behn ehs-**tahr** ehn my-**yoos**-koo-lah oh noh my-**yoos**-koo-lah, ee koh-ree-heh lah poonk-to-ah-see-**ohn** dohn-deh ehs neh-seh-sah-**ree**-oh.

cuando fui al correo, vi que la tienda walmart Estaba vendiendo televisores de la marca zenith y rca a precios muy bajos. la venta duraría hasta el 2 de Febrero asi que fui a mi casa a decirle a mi mamá. ella no se daba cuenta de esta oferta. ella dejó la revista *newsweek* en la mesa y se puso el abrigo y se fue en su carro chevrolet. al manejar tan rápido por la calle elm me di cuenta que íbamos a ser dueños de un nuevo televisor.

2. **Usa citaciones y puncuación para corregir la siguiente oracion.**
Oo-sah see-tah-see-**oh**-nehs ee poonk-too-ah-see-**ohn pah**-rah kohr-eh-**geer** lahs see-gee-**ehn**-tehs oh-rah-see-**oh**-nehs.

No vayas a ningún lado hasta que yo llegue dijo mi madre

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STUDENT WORKSHEET*

B. **For each number below there are three choices. Select the response that contains the correct possessive form.**

1. The book belongs to Joe.
   a. It is Joes' book.
   b. It is Joe's book.
   c. It is Joes book.

2. The bicycle belongs to the boys.
   a. This is the boys bicycle.
   b. This is the boy's bicycle.
   c. This is the boys' bicycle.

C. Beside each sentence write the letter(s) that indicate the structure of each sentence.

S = simple
Cp = compound
Cx = complex

___1. If you were alone in a haunted house on Halloween night, would you tiptoe down the stairs to find the source of the "creepy sounds" in the basement?

___2. Many mystery and horror movies rely on elaborate plots.

___3. For a movie to be really frightening, the plot has to be convincing, and the characters have to act in a realistic manner.

B. **Para cada número de abajo hay tres respuestas posibles. Escoge la respuestra que contiene la expresión de posesión correcta.**
Pah-rah **kah**-dah **noo**-meh-roh deh ah-**bah**-hoh ay trehs rehs-poo-ehs-tahs poh-**see**-blehs. Ehs-**koh**-heh lah rehs-poo-ehs-tah keh kohn-tee-**eh**-neh lah ehx-preh-see-**ohn** deh poh-seh-see-ohn koh-**rek**-tah.

1. **El libro pertenece a José.**
   a. El libro es para José.
   b. El libro es de José.
   c. El libro está en las manos de José.

2. **La bicicleta pertenece a los chicos.**
   a. La bicicleta es para que ellos la usen.
   b. Los niños son dueños de una bicicleta.
   c. La bicicleta es de los chicos.

C. **A lado de cada oración escribe lo que indica cada letra.**
Ah **lah**-doh deh **kah**-dah oh-rah-see-**ohn** ehs-**kree**-beh loh keh een-**dee**-kah **kah**-dah **leht**-rah.

S = simple
Cp = compuesta
Cx = compleja

___1. **Si te encontraras sola en una casa embrujada una noche de brujas, bajarías de puntillas al sótano para averigüar la causa de los "ruidos escalofriantes"?**

___2. **Muchas películas de misterio y horror dependen de un planteo elaborado.**

___3. **Para que una película sea en realidad de espanto, el planteo debe convencer, y los personajes deben actuar con realismo.**

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TASK 6

Snapshot Assessment Language Arts: (7–8)

Task Target: Spelling.

Content Standard(s):

3. Uses grammatical and mechanical conventions in written compositions.

Benchmark(s):

(6–8) 3i. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list, uses a dictionary and other resources to spell words, uses common prefixes and suffixes as aids to spelling, applies rules for irregular structural changes).

Task Description:

In part A, the teacher reads the words to the student and asks the student to orally provide the spelling. (list a = 6th-grade level; list b = 7th-grade level; list c = 8th-grade level).

In part B, the teacher asks the student to point to the correctly spelled word.

Part B answers:
1. b; 2. d; 3. a; 4. c; 5. b

Materials:

The student should be provided with paper and pencil to complete this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target [attempts made but there are serious errors].

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Spelling

Spell these words correctly. (Words should be spoken by teacher, and the student should be asked to spell out loud.)

List a
believe
popular
describe
material
electricity
everybody
community
familiar
television
ancient

List b
beautiful
recognize
enough
ordinary
scientist
straight
pleasant
vegetable
automobile

List c
angle
height
knife
muscle
receive
tomorrow
universe
usually
continent

A. Ortografía

Deletrea las siguientes palabras correctamente en voz alta.
Ehs-**kree**-beh ee deh-len-**tray**-ah lahs see-gee-**ehn**-tehs pah-**lah**-brahs kohr-ehk-tah-**mehn**-teh ehn vohs ahl-ta.

Lista a

creer	kreh-**ehr**
popular	poh-poo-**lahr**
describir	deh-scree-**beer**
material	mah-teh-ree-**ahl**
electricidad	ee-lehk-tree-cee-**dahd**
gente	**hen**-teh
comunidad	koh-moon-ee-**dahd**
familiar	fah-meel-ee-**ahr**
televisión	tel-eh-vee-see-**ohn**
antiguo	ahn-**tee**-gwoh

Lista b

belleza	beh-**ay**-sah
reconocer	reh-kohn-oh-**sehr**
suficiente	soo-fee-see-**ehn**-teh
ordinario	ohr-dee-nah-**ree**-oh
científico	see-en-**tee**-fee-koh
derecho	deh-**reh**-choh
agradable	ah-grah-**dah**-blay
vegetal	beh-**geh**-tahl
automóvil	awl-toh-**moh**-beel

Lista c

ángulo	**ahn**-goo-loh
altura	ahl-**too**-rah
cuchillo	koo-**chee**-oh
músculo	**moos**-koo-loh
recibir	reh-see-**beer**
mañana	mahn-**yah**-nah
universo	oo-nee-**vehr**-soh
usualmente	oo-soo-ahl-**mehn**-teh
continente	kohn-tee-**nehn**-teh

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B. For each group of words, point to the word that is spelled correctly.

1. a. contemplait
   b. exaggerate
   c. fruistrate
   d. obstenate

2. a. justifyed
   b. persnalized
   c. prefection
   d. mystify

3. a. harrowing
   b. distructive
   c. conshense
   d. figurtively

4. a. brethlessly
   b. critcal
   c. apparently
   d. treecherous

5. a. snowmowbile
   b. bitterly
   c. medicil
   d. incredaible

B. **Para cada grupo de palabras, apunta a la palabra que está correctamente deletrada.**
Pah-rah kah-dah gru-poh deh Pah-**lah**-brahs, ah-**poon**-tah ah lah pah-**lah**-brah keh ehs-**tah** kohr-rehk-tah-**mehn**-teh deh-leh-treh-**ah**-dah.

1. a. **contenplar**
   b. **exagerar**
   c. **fruztado**
   d. **ostinado**

2. a. **juztifikado**
   b. **perzonificado**
   c. **prefexión**
   d. **desconcertar**

3. a. **rastrillar**
   b. **destructibo**
   c. **consiensia**
   d. **figoratibamente**

4. a. **dessalentado**
   b. **kritico**
   c. **aparentemente**
   d. **en gañador**

5. a. **almuada**
   b. **amargoso**
   c. **mediko**
   d. **increable**

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TASK 7

Snapshot Assessment Language Arts: (7–8)

Task Target: Comprehension and making predictions.

Content Standard(s):

5. Demonstrates competence in the general skills and strategies of the reading process.
6. Demonstrates competence in the general skills and strategies for reading a variety of literary texts.

Benchmark(s):

(6–8) 5b. Establishes and adjusts purposes for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts).

(6–8) 5g. Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts.

(6–8) 6a. Applies reading skills and strategies to a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales).

(6–8) 6d. Recognizes complex elements of plot (e.g., cause-and-effect relationships, conflicts, resolutions).

(6–8) 6e. Recognizes devices used to develop characters in literary texts (e.g., character traits, motivations, changes, and stereotypes).

(6–8) 6f. Makes inferences and draws conclusions about story elements (e.g., main and subordinate characters, events, setting, theme, missing details).

Task Description:

The student is asked to read the following stories and write the answers on a separate piece of paper. Part A answers:
1. c; 2. b., d., f. 3. a. 4. a. 5. b. 6. a. 7. c.

Materials:

The student uses the stories to answer the questions. Student should use a separate piece of paper to answer the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. **Read the story and answer the following questions.**

LITTLE BROTHER STORIES
By Mel Valdez

Little Brother was an amazing inventor. He lived with Mother, Father, Big Brother, and Sister. They lived in a cave a long time ago. Little Brother invented several things you use every day, including fire, cooking, language, farming, government, and toothpicks. This story is about how Little Brother invented toothpicks.

One morning Little Brother got up early so that he could be ready when Father and Big Brother went out to hunt rabbits. He was hoping this would be the day that he would be allowed to go along. Big Brother pointed his finger at Little Brother and laughed, thinking Father wouldn't let him come. Father turned to Little Brother, placed his hand on his shoulder, and let him out of the cave. Little Brother, proud of being allowed to go, turned his head toward Big Brother and stuck out his tongue. He smiled as he started off on his first hunt.

On the trail through the forest, Big Brother pulled up long stalks of grass, which he threw at Little Brother like spears. He did this to tease him and scare him. Little Brother ignored him as long as he could. Finally, he got mad. He grabbed some stalks of grass himself. He was just about to throw some at Big Brother when Father, who was walking in front, turned around and stopped. His Father had been trying to dislodge a piece of rabbit meat that had been stuck in his teeth all morning long. Little Brother knew if Father caught him messing around, Father might not bring him along next time. He decided to stick the grass in his mouth.

A. **Lee la historia y contesta las siguientes preguntas.**
Leh-eh lah ees-toh-**ree**-ah ee kohn-**tehs**-tah lahs see-gee-**ehn**-tehs preh-**goon**-tahs.

CUENTOS DEL HERMANITO
Por Mel Valdez

Hermano Pequeño fue un gran inventor. El vivía con su Madre, Padre, su Hermano Mayor, y una Hermana. Ellos vivían en una cueva hace mucho tiempo. Hermano Pequeño inventó muchas cosas que son usadas hasta hoy como el fuego, el arte de cocinar, el lenguaje, la agricultura, el gobierno y hasta palillos limpiadientes. Esta historia es sobre cómo Hermano Pequeño inventó los palillos limpiadientes.

Una mañana Hermano Pequeño se levantó muy temprano para poder estar listo cuando El Papá y El Hermano Mayor fueran a cazar conejos. El tenía esperanzas de que hoy sería el día en que le permitirían ir a cazar también. Hermano Mayor señaló a Hermano Pequeño y se río, al pensar que su padre no le permitiría ir. El Padre miró a Hermano Pequeño. Puso sus manos en los hombros de Hermano Pequeño y lo llevó afuera de la cueva.

Hermano Pequeño sintiéndose orgulloso de poder acompañarlos volteó su cabeza hacía Hermano Mayor y le sacó la lengua. El sonrió a medida que marchaba a su primera cacería.

En el camino a travéz del bosque, Hermano Mayor arrancó tallos largos de zacate, los cuales tiró como flechas a Hermano Pequeño. Hizo esto para bromear y asustarlo. Hermano Pequeño trato de ignorar a su hermano lo más que pudo. Pero finalmente se enojó mucho. Recogió tallos de zacate él tambien. Estaba a punto lanzar los tallos a su hermano, cuando su padre quien caminaba adelante se dio vuelta y se paró. Su Padre estaba tratando de sarcarse un pedazo de carne de conejo que se la había metido

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Father, with his finger stuck in his mouth, grunted at Little Brother, wondering what he was doing with these stalks of grass in his mouth. Big Brother burst out laughing. Little Brother, feeling very foolish, began rubbing the grass through his teeth as if he had been doing it all along. Father reached for a stalk and did the same thing as Little Brother. Out pops the piece of meat stuck in Father's tooth. He pats Little Brother on the back and continues to walk.

Little Brother turns toward Big Brother who has stopped laughing. Little Brother sticks his tongue out, grabs a few more stalks of grass, which he later called toothpicks, and runs to catch up with Father to give him a few more toothpicks. He also wanted to get Big Brother off his back.

1. What is the setting of the story?
   a. a cave and a mountain
   b. mountain and a forest
   c. a forest and a cave

2. Point to three main characters in the story from the list below.
   a. The Rabbit
   b. Little Brother
   c. Mother
   d. Big Brother
   e. Toothpicks
   f. Father

entre los dientes. Hermano Pequeño sabía que si su Padre lo miraba jugando, tal vez no lo volvería a invitar otra vez a ir de cacería. Así que dicidió meterse el zacate en la boca.

Su Padre, con los dedos en la boca le gruñó a Hermano Pequeño pensando que es lo que estaba haciendo con zacate en la boca. Hermano Mayor estalló riéndose. Hermano Pequeño se sintió como un tonto, asi que empezó a frotor el zacate entre sus dientes como algo natural.

Su Padre cortó un tallo e hizo lo mismo que Hermano Pequeño estaba haciendo. Fuera salió el pedazo de comida de entre los dientes de su padre. Le dio una palmadita a la espalda de Hermano Pequeño y continuó caminando.

Hermano Pequeño volvió a mirar a Hermano Mayor quien dejó de reirse. Hermano Pequeño le saca la lengua, recoge más tallos de zacate, a los cuales más tarde les da el nombre de palillos limpiadientes, y corre a dárselos a su Padre. También quería quitarse a su hermano de su vista.

1. **¿Dónde toma lugar la historia?**
   a. una cueva y una montaña
   b. una montaña y un bosque
   c. un bosque y una cueva

2. **Apunta a los tres personajes principales de la historia de la lista de abajo.**

a. el conejo

b. El hermano pequeño

c. La mamá

d. El hermano mayor

e. los palillos lim piadientes

f. El papá

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3. Point to the sentence that best tells what the story is about.

   a. This story is about how Little Brother invented toothpicks.

   b. He decided to stick the grass in his mouth.

   c. Little Brother was an amazing inventor.

4. Point to the sentence below that best describes the lesson taught by the story.

   a. Don't be afraid to try new things.

   b. Don't fight with your brother.

   c. Listen to your father.

5. Point to who picks on Little Brother.

   a. Father

   b. Big Brother

   c. Sister

6. What is the problem in the story?
   a. A piece of meat caught in Father's teeth
   b. Big Brother throwing grass at Little Brother
   c. Grass as toothpicks

7. How was it solved?
   a. By walking through the forest
   b. Father used his finger as a toothpick
   c. Father using grass as a toothpick

3. **Apunta a la oración que describe mejor de que se trata la historia.**

   a. Esta historia es de cómo el Hermano Pequeño inventó palillos limpiadientes.

   b. El decidió meterse el zacate en su boca.

   c. Hermano Pequeño fue un inventor asombroso.

4. **Apunta a la oración que describe mejor la lección enseñó por la historia.**

   a. No tengas miedo de probar cosas nuevas.

   b. No pelees con tu hermano.

   c. Escucha a tu papá.

5. **Apunta a quién atormenta a Hermano Pequeño.**

   a. Papá

   b. Hermano Mayor

   c. Hermana

6. **¿Cuál es el problema en la historia?**
   a. Un pedazo de carne trabado en los dientes del Padre
   b. Hermano Mayor tirándole zacate a Hermano Pequeño
   c. Zacate como palillos limpiadientes

7. **¿Cómo se resolvió el problema?**
   a. Caminando por el bosque
   b. El Padre usó sus dedos como palillos
   c. El Padre usando zacate como palillos limpiadentes

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TASK 8

Snapshot Assessment Language Arts: (7–8)

Task Target: Recognizing fact and opinion.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading a variety of informational texts.

Benchmark(s):

(6–8) 7f. Identifies techniques used to convey viewpoint (e.g., word choice, language structure, context).

(6–8) 7i. Differentiates between fact and opinion in informational texts.

Task Description:

The student is asked to read the following story and write the answers on a separate piece of paper. Part A answers:

1. b. opinion (b. opinión).
2. a, b, and c.
3. a, c

Materials:

The student uses the story to answer the questions. The student should use a separate piece of paper to answer the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Read the story and answer the following questions.

A Fun Summer Job
by Mel Valdez

The last thing you need when you're planning your summer fun is someone telling you that you need to find a job. "A job will spoil my summer fun," you think. "I can't go where I want to go because of my job schedule," you reason. If you don't find a job, a job usually finds you. Those who want you to work are finally happy.

Parents usually want you to find a job. They want the job to help pay for school clothes, to keep you busy and out of trouble, or to teach you how to work.

When you get a job, it's like you and your friends have been separated on different planets. You can't hang out whenever you feel like it because, most likely, your friends also have jobs. Once you have a job, things to do during the summer with your friends become very limited.

The jobs you can find are also limited. If you find the job you want, you're very lucky. You do odd jobs that neighbors or relatives give you, even if you don't really want them. They usually have you mow lawns, babysit, pull weeds, clean yards, paint fences or decks, or even wash cars. The worst job is working for your parents.

Working during the summer is a drag, but you can have some fun working. Keep in mind that fun can happen anywhere, even at the places you work.

75

A. Lee la historia y contesta las siguientes preguntas.
Leh-eh lah ees-toh-**ree**-ah ee kohn-**tehs**-tah lahs see-gee-**ehn**-tehs preh-**goon**-tahs.

Un Trabajo Divertido de Verano
por Mel Valdez

La última cosa que uno necesita al planear las diversiones del verano es que alguien le continue recordando que tienes que buscar un trabajo. "Un trabajo arruinará mi verano" uno piensa, "Yo no puedo salir donde yo quiera, porque el horario de trabajo no me lo permitirá," uno se razona. Pero si uno no encuentra un trabajo, el trabajo usualmente viene a uno, y las personas que quieren verte trabajando están finalmente felices.

Los padres usualmente quieren que uno encuentre un trabajo. Quieren que el trabajo sea una manera de ayudar a pagar por los estudios, ropa, mantenerte ocupado y fuera de problemas, o que aprendas como trabajar.

Cuando por fin consigues un trabajo, es como si tus amigo hubieran sido separados en diferentes planetas. No puedes reunirte con ellos cuando quieras, porque ellos tienen un trabajo también. Una vez que tiencs la obligación de un trabajo, actividades y reuniones con tus amigos son muy raras.

Los trabajos que uno encuentra son también limitados. Si uno encuentra el trabajo que a uno le gusta es de pura suerte. Uno hace trabajos raros que los vecinos y familiares te encargan aunque uno no quiera. Usualmente te hacen cortar el césped, cuidar a los niños, cortar las malas hierbas, limpiar la yarda, pintar la cerca o la cubierta y hasta lavar el carro. El peor trabajo es trabajar para tus padres.

Trabajar en el verano es penoso, pero uno puede divertirse al mismo tiempo. Siempre mantiene en mente que puede haber diversión en cualquier lado, aún en el lugar donde uno trabaja.

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1. Is this story an example of

   a. Fact?

   b. Opinion?

   c. Poetry?

2. Choose ***all*** the positive reactions to a summer job from the selections below.

   a. You can make money for school clothes.

   b. You can have fun.

   c. A job can keep you out of trouble.

   d. Your time to do things is limited when you have a job.

3. Choose ***all*** the negative reactions to summer jobs from the selection.

   a. A job can separate you and your friends.

   b. You can make money for school clothes.

   c. Your time to do things is limited when you have a job.

   d. Getting a job may make your parents happy.

1. **¿Es esta historia un ejemplo de**

   a. Hecho?

   b. Opinión?

   c. Poesía?

2. **Escoge *todas* las reacciones positivas de abajo de un trabajo de verano en la selección.**

   a. Puedes ganar dinero para la ropa escolar.

   b. Puedes divertirte.

   c. un trabajo, Puede mantenerte fuera de problemas.

   d. Tu tiempo libre es limitado cuando tienes un trabajo.

3. **Escoge *todas* las reacciones negativas de un trabajo de verano en la selección.**

   a. El trabajo puede separarte de tus amigos.

   b. Puedes ganar dinero para la ropa escolar.

   c. Tu tiempo libre es limitado cuando tienes un trabajo.

   d. Consiguiendo un trabajo hace feliz a tus padres.

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TASK 9

Snapshot Assessment Language Arts: (7–8)

Task Target: Point of view and opinion.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading a variety of texts.

Benchmark(s):

(6–8) 7a. Applies reading skills and strategies to a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogs).

(6–8) 7f. Identifies techniques used to convey viewpoint (e.g, word choice, language structure, context).

(6–8) 7h. Draws conclusions and makes inferences based on explicit and implicit information in texts.

Task Description:

The student should read the two letters and answer questions 1, 2, and 3.
Then the student should read the poem and answer questions 4 and 5.

1. b. Guadalupe's letter
2. b. Guadalupe
3. b
4. c
5. b
6. b

Materials:

The student should be provided with a pencil and paper to answer the questions in this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Please read the following letters to the editor and answer the questions on the next page.

Dear editor:

If you have year-around school, you will be used to getting up early and you wouldn't forget what you learned over the summer. You wouldn't have to review class work as often. You could have short vacations throughout the year. Parents wouldn't have to provide summer-long child care for younger students.

Yours truly,
Jill

Dear editor:

If you have year-around school, you couldn't plan as long a vacation. You couldn't sleep late in the summer. It seems like lots of birthdays and major events occur in the summer. They might conflict with the school times. You might get tired of going to school all year around.

Yours truly,
Guadalupe

A. Por favor lee las siguientes cartas al editor y contesta las preguntas en la siguiente página.
Pohr fah-**vohr leh**-eh lahs see-gee-**ehn**-tehs **kahr**-tahs ahl eh-dee-**tohr** ee kohn-**tehs**-tah lahs preh-**goon**-tahs ehn lah see-gee-**ehn**-teh **pah**-hee-nah.

Estimado editor:

Si tuvieras escuela todo el año, te acostumbrarías a levantarte temprano y no olvidarías lo que aprendes durante el verano. No tendrías que repasar la materia de las clases tan a menudo. Podrías tener pequeñas vacaciones durante todo el año. Los padres no tendrían que proveer o pagar para el cuidado de sus hijos pequeños.

Sinceramente,
Jill

Estimado editor:

Si tuvieras escuela todo el año, no podrías planear unas vacaciones largas. No prodrías dormir tarde en el verano. Parece que muchos cumpleaños y eventos importantes ocurren en el verano. Esto causaría un conflicto con la escuela. Te cansarías de ir a la escuela todo el año.

Sinceramente,
Guadalupe

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1. Which one of these letters to the editor is not in favor of year-long school?

   a. Jill's letter

   b. Guadalupe's letter

2. Rich is a seventh grader who plays on a baseball team. His team plays in June, July, and August. Whose opinion would Rich agree with?

   a. Jill

   b. Guadalupe

   c. Both Jill and Guadalupe

3. Guadalupe's letter is written in the

   a. first person

   b. second person

   c. third person

4. The last sentence of Jill's letter is written in the

   a. first person

   b. second person

   c. third person

1. **¿Cuál de las cartas al editor no está en favor de una escuela que dure todo el año?**

   a. la carta de Jill

   b. la carta de Guadalupe

2. **Ricardo está en el septímo grado y juega en un equipo de béisbol. Su equipo juega en junio, julio, y agosto. ¿Con cuál opinión está de acuerdo Ricardo?**

   a. Jill

   b. Guadalupe

   c. Jill y Guadalupe

3. **La carta de Guadalupe está escrita en**

   a. la primera persona

   b. la segunda persona

   c. la tercera persona

4. **La última oración de la carta de Jill está escrita en**

   a. la primera persona

   b. la segunda persona

   c. la tercera persona

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Read the selection and answer the following questions.

"If you look in the light of the Sun
If you see a man in that light
Do not judge that man by the color of skin you see in that light
Judge that man as a man that you see in that light."

—R. Rangel

5. The selection is an example of

   a. prose

   b. poetry

   c. folk tale

6. The author would agree with which point of view:

   a. People act the way they do based on the color of their skin.

   b. Do not judge people by the color of their skin.

   c. The light of the sun helps you judge a man.

Lee la selección y contesta las siguientes preguntas.
Leh-eh lah seh-lehk-see-**ohn** ee kohn-**tehs**-tah lahs see-gee-**ehn**-tehs preh-**goon**-tahs.

"Si ves la luz del sol
Si ves un hombre en esa luz
No lo juzguez por el color de la piel que se ve en esa luz.
Júzgalo como el hombre que se ve en esa luz."

—R. Rangel

5. **La selección es un ejemplo de**

   a. prosa

   b. poesía

   c. cuento tradicional

6. **El autor estará de acuerdo con el siguiente punto de vista:**

   a. La gente actua de acuerdo al color de la piel.

   b. No debes juzgar a la gente por el color de la piel.

   c. La luz del sol te ayuda a juzgar a las personas.

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TASK 10

Snapshot Assessment Language Arts: (7–8)

Task Target: Understanding organizational features of printed text and technology.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading a variety of texts.
2. (Technology Standard) Know the characteristics and uses of software programs.

Benchmark(s):

(3–5) 7d. Identifies and uses the various parts of a book (index, table of contents, glossary, appendix) to locate information.

(3–5) 7a. Applies reading skills and strategies to a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines).

(Technology 6-8) Uses advanced features and utilities of word processors.

Task Description:

The student should use the "Table of Contents" in part A to answer the questions.
Part A answers:
1. a; 2. d; 3. c; 4. c

The student should use the computer screen graphic to answer the questions in part B.
Answers for part B:
1. b; 2. c; 3. c; 4. a; 5. b; 6. c

Materials:

The student should be provided with pencil and paper to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).
2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. **Use the example to answer the following questions.**

SPORTS
Table of Contents

Preface 9
•••
History 11
Chapter 1
Chapter 2
People 31
Chapter 3
Chapter 4
Types of Games 70
Chapter 5
Chapter 6
Rules of Games 97
Chapter 7
Chapter 8
Glossary of Terms 126
Index 136
Appendix I 140
Appendix II 142

1. What page do you turn to if you want to find an article about a specific famous athlete?
   a. p. 136
   b. p. 9
   c. p. 130
   d. none of the above

2. Where will you find the introductory remarks of the writer?
   a. p. 136
   b. p. 3
   c. p. 7
   d. p. 9

A. **Usa el ejemplo para contestar las siguientes preguntas.**
Oo-sah ehl eh-hemp-loh pah-rah-kohn-tehs-tahr lahs see-gee-**ehn**-tehs preh-goon-tahs.

DEPORTES
Contenido

Prefacio 9
•••
Historia 11
Capítulo 1
Capítulo 2
Gente 31
Capítulo 3
Capítulo 4
Tipos de Juegos 70
Capítulo 5
Capítulo 6
Reglas de Juego 97
Capítulo 7
Capítulo 8
Glosario de Términos 126
Indice 136
Apéndice I 140
Apéndice II 142

1. **¿En que página encontrarías un artículo sobre un atleta específico?**
   a. p. 136
   b. p. 9
   c. p. 130
   d. En ninguna de las de arriba

2. **¿Dónde encontrarías notas introductoras de un escritor?**
   a. p. 136
   b. p. 3
   c. p. 7
   d. p. 9

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3. What would Chapter 8 be about?
   a. Politics of sports
   b. People in sports
   c. How to play sports
   d. History of sports

4. If you do not know the definition of a word, where can you find it?
   a. Index
   b. Appendix I or II
   c. Glossary of Terms
   d. Preface

3. **¿De qué se tratará el capítulo 8?**
   a. De política de los deportes
   b. De personas de los deportes
   c. Como jugar los deportes
   d. Historia de los deportes

4. **Si no sabes la definición de una palabra, ¿dónde la encontrarías?**
   a. En el índice
   b. En el apéndice I o II
   c. En el glosario de términos
   d. En el prefacio

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B. **Use the picture to answer the following questions.**

1. To choose the margins, paper size, and layout of your page, you must select:
   a. print review
   b. settings/page setup
   c. documents

2. To work on an existing file, you must select:
   a. run
   b. new
   c. open

3. To make a paper copy/copies of your file, you must select:
   a. save
   b. close
   c. print

B. **Usa la fotografía para contestar las siguientes preguntas.**
Oo-sah lah foh-toh-grah-**fee**-ah **pah**-rah kohn-tehs-**tahr** lahs see-gee-**ehn**-tehs preh-**goon**-tahs.

1. **Para escoger los margenes, el tamaño del papel, y los arreglos de su página, usted debe seleccionar el teclón:**
   a. presentación preliminar
   b. arreglar/preparar página
   c. documentos

2. **Para trabajar en un folder que ya existe, tú debes seleccionar el teclón:**
   a. corrida
   b. nuevo
   c. abierto

3. **Para hacer copia papel, tú debes seleccionar el teclón:**
   a. salva
   b. cerrar
   c. impreso

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4. If you select "Tools," you will be able to:
   a. check spelling
   b. format a paragraph
   c. insert clip art

5. To cut and paste in your document, you would select:
   a. file
   b. edit
   c. tools

6. To close down your computer, you must select:
   a. save
   b. run
   c. shut down

4. **Si tú seleccionas "Herramientas," tú podrás:**
   a. chequear su ortografía
   b. formatizar el párrafo
   c. insertar "clip art"

5. **Para cortar y pegar en su documento tú debes seleccionar el teclón:**
   a. lima
   b. redactar
   c. herramientas

6. **Para apagar tu computadora, debes seleccionar el teclón:**
   a. salva
   b. corrida
   c. termina

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TASK 11

Snapshot Assessment Language Arts: (7–8)

Task Target: Understanding literary terminology.

Content Standard(s):

6. Demonstrates competence in the general skills and strategies for reading a variety of literary texts.

Benchmark(s):

(6–8) 6i. Recognizes the use of specific literary devices (e.g., foreshadowing, flashback, progressive and digressive time, suspense, figurative language, description, metaphor).

(6–8) 6d. Recognizes complex elements of plot (e.g., cause-and-effect relationships, conflicts, resolutions).

Task Description:

The student should use a separate piece of paper for this task.
Part A answers:
1. e; 2. c; 3. d; 4. h; 5. g; 6. a; 7. f; 8. b

Materials:

The student should be provided with pencil and paper to match the term to its definition.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. **Match the term to its definition.**

___1. setting

___2. character

___3. conflict

___4. plot

___5. theme

___6. foreshadowing

___7. climax

___8. point of view

a. an author's use of hints of clues about events which will occur later in a narrative

b. an author's way of looking at a subject

c. a person in a story, novel, or play

d. the problem in the story that needs to be resoved

e. the time and place for the events in a story

f. the highest point of action or emotion in the story

g. an author's key idea(s) or message(s)

h. the events in the story that lead to the resolution

A. **Empareja el término con la definición.** Ehm-pah-**reh**-hah ehl **tehr**-mee-noh kohn lah deh-fee-nee-see-**ohn**.

___1. escenario

___2. personaje

___3. conflicto

___4. argumento

___5. tema

___6. presagio

___7. climax (el punto de emoción)

___8. el punto de vista

a. Cuando un autor usa pistas acerca de eventos que ocurrirán después

b. La manera en que un autor ve el asunto

c. Una persona en la historia, novela o comedia

d. El problema en la historia que necesita ser resuelto

e. El tiempo y el lugar de los eventos en una historia

f. El punto o emoción más elevado en la historia

g. La idea o mensaje principal de un autor

h. Los eventos en la historia que llevan a una resolución

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TASK 1

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding integers, exponents, and square roots.

Content Standard(s):

2. Understands and applies basic and advanced properties of the concepts of numbers.
3. Uses basic and advanced procedures while performing the processes of computation.

Benchmark(s):

(6–8) 2c. Understands the role of positive and negative integers in the number system.

(6–8) 2d. Understands basic number theory concepts (e.g., prime and composite numbers, factors, multiples, odd and even numbers, square numbers, roots, divisibility).

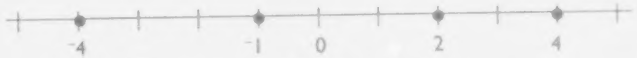
(6–8) 2e. Understands the characteristics and uses of exponents and scientific notation.

(6–8) 3b. Understands exponentiation of rational numbers and root-extraction (e.g., squares and square roots, cubes and cube roots).

Task Description:

The student is asked to point to the integers on the number line in part A, number 1.

Part A answers:

1. 

2. (5 & $^{-}$1, 4 & 0, or 1 & 3);

3. a. ($^{-}$10); b. ($^{+}$7); c. ($^{-}$15); d. ($^{-}$\$75)

Part B, Exponents: The student draws lines to match the exponent to the answer.
$5 \times 5 \times 5 = 5^3$; $10 \times 10 \times 10 \times 10 \times 10 = 10^5$; $5 \times 5 = 5^2$; $1 = 10^0$; $32 = 2^5$

Part C, Square: The student draws lines to match the square root to the answer.
$\sqrt{9} = 3$; $\sqrt{100} = 10$; $\sqrt{64} = 8$

Materials:

The student should have paper and pencil to write his or her responses to Part A, numbers 3 and 4 of the task. For Part B and C, the teacher reproduces the page so the student can draw lines to the correct match.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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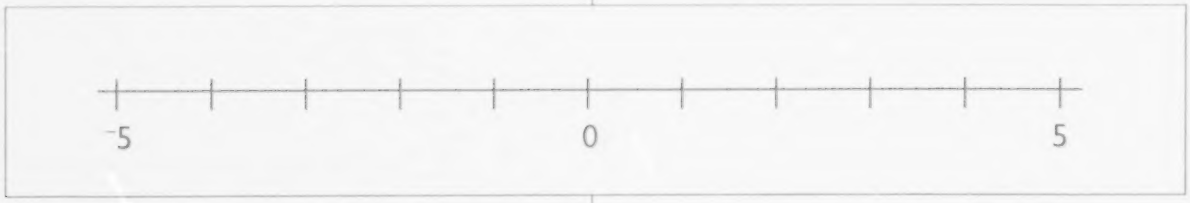
A. Integers

1. Write the following integers on the number line.

2 $^{-}1$ $^{-}4$ 4



2. Point to two points on the number line whose sum is 4.

3. Write an integer to represent each of the following situations:
   a. 10° degrees below zero
   b. a gain of 7 yards
   c. a loss of 15 yards
   d. a withdrawal of $75

A. **Integros**

1. **Escribe los siguientes integros en la recta numérica.**
   Es-**cree**-beh lohs see-gee-**ehn**-tes een-**teh**-grohs ehn lah **rehk**-ta noo-**meh**-ree-kah.

2 $^{-}1$ $^{-}4$ 4

2. **Apunta a un par de puntos en la recta numérica que su suma sea cuatro.**
   Ah-**poon**-tah ah **oon** pahr deh **poon**-tohs ehn lah **rehk**-tah noo-**meh**-ree-kah keh soo **soo**-mah **seh**-ah koo-**ah**-troh.

3. **Escribe un número integro que represente cada uno de los siguentes situaciones:**
   a. **10° grados bajo cero**
   b. **una ganancia de siete yardas**
   c. **una pérdida de quince yardas**
   d. **un retiro de $75.00**

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STUDENT WORKSHEET*

B. Exponents

1. Match. Draw a line from the problem to the correct answer.

B. **Exponentes**

1. **Corresponde. Dibuja una línea del problema a la respuesta correcta.** Koh-rehs-**pohn**-deh. Dee-**boo**-hah **oo**-nah **lee**-neh-ah dehl proh-**bleh**-mah ah lah rehs-poo-**ehs**-tah kohr-**ehk**-tah.

a. $5 \times 5 \times 5$	i. 10^5
b. $10 \times 10 \times 10 \times 10 \times 10$	ii. 10^0
c. 5×5	iii. 2^5
d. 1	iv. 5^3
e. 32	v. 5^2

C. Square root

1. Match. Draw a line from the problem to the correct answer.

C. **Raiz cuadrada**

1. **Corresponde. Dibuja una línea del problema a la respuesta correcta.** Koh-rehs-**pohn**-deh. Dee-**boo**-hah **oo**-nah **lee**-neh-ah dehl proh-**bleh**-mah ah lah rehs-poo-**ehs**-tah kohr-**ehk**-tah.

a. $\sqrt{9}$	i. 10
b. $\sqrt{100}$	ii. 3
c. $\sqrt{64}$	iii. 8

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TASK 2

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding ordering, place value, and rounding.

Content Standard(s):

2. Understands and applies basic and advanced properties of the concepts of numbers.

Benchmark(s):

(6–8) 2b. Understands the characteristics and properties (e.g., order relations, relative magnitude, base-ten place value) of the set of rational numbers and its subsets (e.g., whole numbers, fractions, decimals, integers).

Task Description:

The student is asked to order the number from least to greatest.

Part A answers:

a. $^{-}6, ^{-}3, 0, 2, 4$ b. $^{-}5, ^{-4}/_{3}, 1, {}^{7}/_{2}, {}^{15}/_{3}$ c. $^{-}2, 0, .1, .4, 1.2$

Part B answers:

1. a. 7; b. 1; c. 3; d. 9; 2. c; 3. a

Materials:

The student should have paper and pencil to write his or her responses to parts A and B.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Order these sets of numbers from least to greatest.

a. $0, {}^{-}6, 4, {}^{-}3, 2$
b. $^{-}5, {}^{15}/_{3}, 1, {}^{7}/_{2}, {}^{-4}/_{3}$
c. $.4, 0, 1.2, .1, -2$

B. Place values and rounding

1. For 276.1349 point to the digit in the
   a. tens place
   b. tenths place
   c. hundredths place
   d. ten-thousandths place

2. Two hundred four and eighty-three ten-thousandths is
   a. 204.083
   b. 240.0083
   c. 204.0083
   d. none of these

3. 59.3972 rounded to the nearest hundredth is
   a. 59.40
   b. 59.39
   c. 59.397
   d. none of these

A. **Ordena estos grupos de números del menor al mayor.**
Ohr-**dehn**-ah **ehs**-tohs **groo**-pohs deh noo-meh-rohs dehl **meh**-nohr ahl **mah**-yohr.

B. Valor de posición y redondeo

1. Para 276.1349 indica el número digito en el lugar de
   a. decenas
   b. décimo
   c. centésimo
   d. diez milésimo

2. Dos cientos cuatro y ochenta y tres diez-milésimos es
   a. 204.083
   b. 240.0083
   c. 204.0083
   d. ninguno

3. 59.3972 redondeado al centésimo más cercano
   a. 59.40
   b. 59.39
   c. 59.397
   d. ninguno

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TASK 3

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding factors, multiples, and prime numbers.

Content Standard(s):

2. Understands and applies basic and advanced properties of the concepts of numbers.

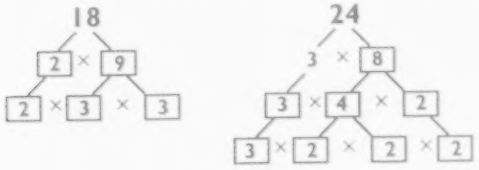
Benchmark(s):

(6–8) 2d. Understands basic number theory concepts (e.g., prime and composite numbers, factors, multiples, odd and even numbers, square numbers, roots, divisibility).

(6–8) 2e. Understands the characteristics and uses of exponents and scientific notation.

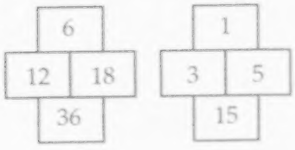
Task Description:

The teacher uses the problems and worksheet to assess the student's understanding of factors, Least Common Multiples and Primes. Part A answers:

1. 

2. The prime factorization of 72 is: d) $2^3 \times 3^2$

The answers for Part B are:

1. 

Materials:

The teacher uses the problems on the following pages. The teacher may reproduce the worksheet, or the student may be provided with pencil and paper to complete the task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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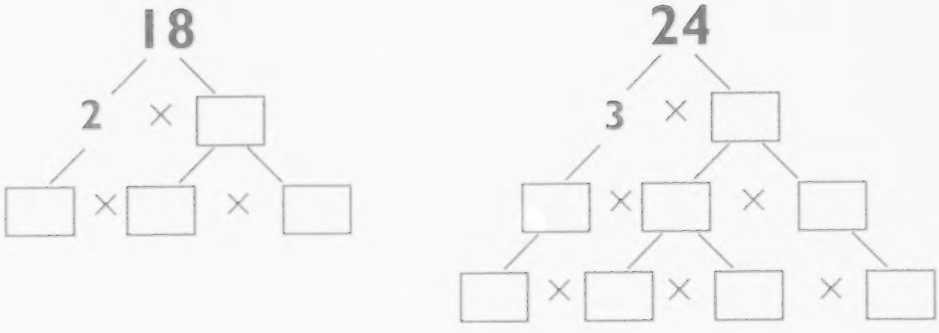
STUDENT WORKSHEET*

A.

1. Fill in the factor trees



2. The Prime Factorization of 72 is
   a. $2^4 \times 3^3$
   b. $2^3 \times 3^3$
   c. 8×9
   d. $2^3 \times 3^2$

A.

1. **Llena los cuadros con los factores de cada número.**
   Yeh-nah lohs koo-**ah**-drohs kohn lohs fahk-**tohr**-ehs deh **kah**-dah **noo**-meh-roh.

2. La factorización prima de 72 es
   a. $2^4 \times 3^3$
   b. $2^3 \times 3^3$
   c. 8×9
   d. $2^3 \times 3^2$

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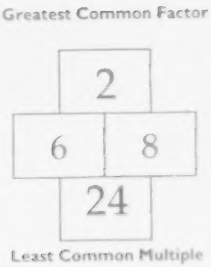
STUDENT WORKSHEET*

B.

1. Provide the greatest common factors and least common multiples for the numbers in the graphic below.

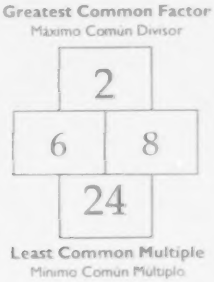
Example:

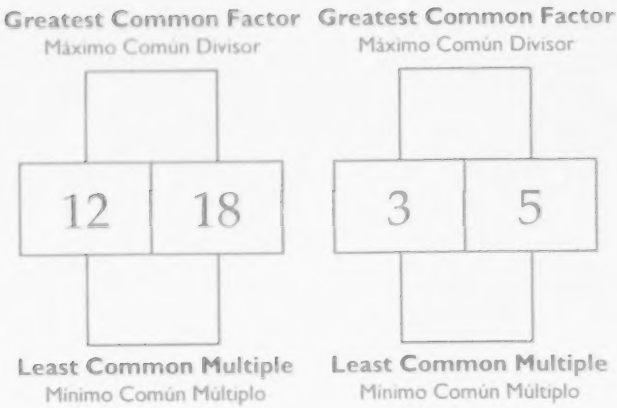


B.

1. **Provee los Máximos Comúnes Divisores y los Mínimo Comúnes Múltiplos para estos números en el gráfico de abajo.** Proh-**ve**-eh lohs mahks-**ee**-mohs koh-**moon**-ehs de-**vee**-sohr-ehs ee lohs **meen**-ee-mohs koh-**moon**-ehs **mool**-tee-plohs **pah**-rah **ehs**-tohs **noo**-meh-rohs:

Ejemplo:





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TASK 4

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding fractions, decimals, percents, and ratios.

Content Standard(s):

3. Uses basic and advanced procedures while performing the processes of computation

Benchmark(s):

(6–8) 3a. Adds, subtracts, multiplies, and divides whole numbers, fractions, decimals, integers, and rational numbers

(6–8) 3e. Uses proportional reasoning to solve mathematical and real-world problems (e.g., involving equivalent fractions, equal ratios, constant rate of change, proportions, percents)

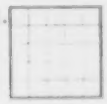
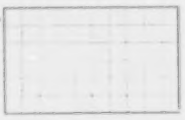
Task Description:

The teacher uses the problems and worksheets to assess the student's understanding of fractions, decimals, percents, and ratios. Part A answers:

1. b; 2. d; 3. a; 4. c;

fraction $\frac{1}{2}$ = decimal .5 = 50%; fraction $\frac{7}{10}$ = decimal .7 = 70%;

fraction $\frac{3}{4}$ = decimal .75 = 75%; fraction $\frac{3}{5}$ = decimal .6 = 60%;

2.a.  b. 

3. a. blue; b. $\frac{2}{5}$ or $\frac{3}{11}$; c. 6 parts yellow

4. a. $\frac{2}{3} = \frac{(6)}{9}$ b. $\frac{6}{7} = \frac{18}{(21)}$ c. $\frac{(24)}{16} = \frac{6}{4}$ d. $\frac{18}{30} = \frac{9}{(15)}$

Materials:

The teacher uses the problems on the following pages. The teacher may reproduce the worksheet, or the student may be provided with pencil and paper to complete the task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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STUDENT WORKSHEET*

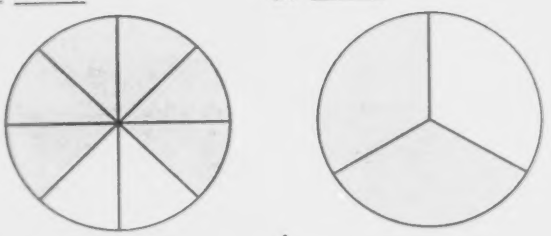
A. Fractions, decimals, and percents

1. Look at the shaded circles and match the equal fractions. Then proceed to conversions: fractions → decimals → percents.

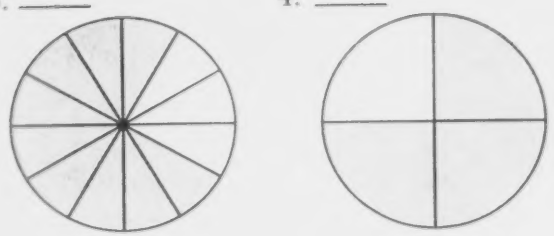
A. **Fracciones, decimales, y porcentajes**

1. **Observa los círculos oscuros y encuentra las fracciones iguales. Luego procede a conversiones: fracciones →decimales → porcentajes.**
Ohb-**sehr**-vah lohs **ceer**-koo-lohs ohs-**koo**-rohs ee ehn-koo-**ehn**-trah lahs frahk-see-**ohn**-ehs ee-goo-**ahl**-ehs. Loo-**eh**-goh pro-**seh**-deh ah kohn-verh-see-**ohn**-ehs → frahk-see-**ohn**-ehs → deh-see-**mahl**-ehs → pohr-sen-**tah**-hehs.

1. ____ 2. ____



3. ____ 4. ____



a. 9/12

b. 6/8

c. 3/4

d. 2/3

Fraction Fracción	Decimal Decimal	% %
1/2		
	.7	
		75%
3/5		

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Snapshot Assessment Mathematics: Task 4 (page 3)

STUDENT WORKSHEET*

2. Below are two arrays of 100 squares. Shade in

   a. ¼ of the region

   b. 60% of the region

2. **Abajo hay dos cuadriculas de 100 cuadros. Colorea**

   Ah-**bah**-hoh **ah**-ee dohs koo-ah-dree-koo-lahs deh **see**-ehn (100) koo-**ah**-dros.

   Koh-loh-**reh**-ah

   a. **¼ de la región**

   b. **60% de la región**

a.

b.

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STUDENT WORKSHEET*

3. An artist made some green paint by mixing blue and yellow. He mixed 6 parts blue to 2 parts yellow.

   a. What color did he use the most of?

   b. What is the ratio of blue paint to yellow paint?

   c. If he used 18 parts of blue, how much yellow would he need?

4. Complete the following ratios:

3. **Un artista hizo pintura verde mezclando azul y amarillo. El mezcló 6 partes de azul por cada 2 partes de amarillo.**

   a. ¿Qué color usó más?

   b. ¿Cuál es la proporción de pintura azul con la amarilla?

   c. Cuánta pintura amarilla necesitaría?

4. **Completa las siguientes proporciones:**
   Kohm-**pleh**-tah lahs see-gee-**ehn**-tehs proh-pohr-see-**oh**-nehs:

a. $\frac{2}{3} = \frac{\square}{9}$

b. $\frac{6}{7} = \frac{18}{\square}$

c. $\frac{\square}{16} = \frac{6}{4}$

d. $\frac{18}{30} = \frac{9}{\square}$

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TASK 5

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding and analyzing patterns.

Content Standard(s):

6. Understands and applies basic and advanced concepts of statistics and data analysis
8. Understands and applies basic and advanced properties of functions and algebra

Benchmark(s):

(6–8) 6d. Reads and interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter) and graphs (e.g., bar, circle, line)

(6–8) 8d. Understands the basic concept of a function (i.e, functions describe how changes in one quantity or variable result in changes in another)

(6–8) 8k. Understands the properties of arithmetic and geometric sequences (i.e., linear and exponential patterns)

Task Description:

The teacher uses the problems and worksheets to access the student's understanding of patterns and relationships using tables, graphs, rules, and algebraic notations.

Part A answers:

1.

3	6	9	12
$.90	$1.80	$2.70	$3.60

2.

20	100	200	400	800
10	50	100	200	400

3. Each candy bar costs $2.00. Rule is 2× number of candy bars;

4: a. 15, 21, 28 (add consecutive numbers); b. $^{10}/_{11}$, $^{12}/_{13}$, $^{14}/_{15}$ (add 2 to each numerator and denominator); c. 60, 55, 51 (subtract 1 less each time); d. 36, 25, 16 (descending perfect squares)

Materials:

The teacher uses the problems on the following pages. The teacher may reproduce the worksheet, or the student may be provided with pencil and paper to complete the task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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STUDENT WORKSHEET*

A.

Fill in the blanks.

A.

Llena los espacios.
Yeh-nah lohs ehs-pah-**see**-ohs.

1.

Apples **Manzanas**	3	_____	9	_____
Cost **Costo**	_____	$1.80	$2.70	_____

2.

Nickels **Monedas de cinco centavos**	20	100	200	400	800
Dimes **Monedas de diez centavos**	10	_____	_____	_____	_____

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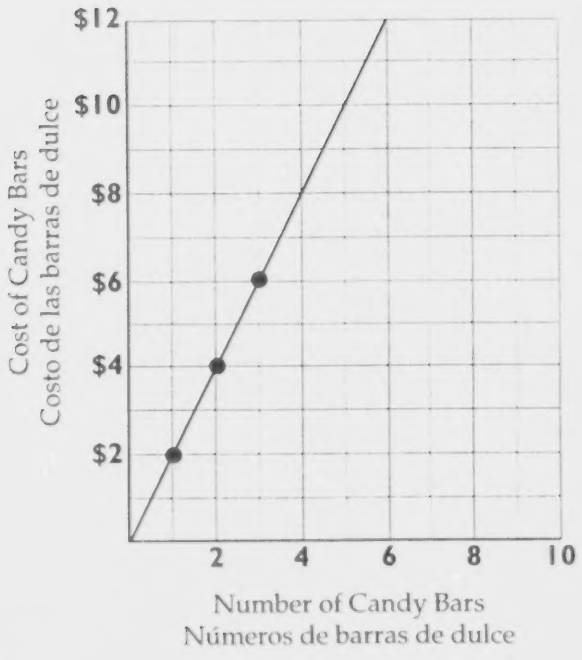
STUDENT WORKSHEET*

3. Looking at the graph, how much would each candy bar cost?

   Can you write a rule to find the cost of twelve candy bars?

3. **Mira el gráfico. ¿Cuánto costaría cada barra de dulce?**
   Mee-rah ehl **grah**-fee-koh. ¿Koo-**ahn**-toh-kos-tahr-**ree**-ah **kah**-dah **bah**-rah deh **dool**-seh?

   ¿Podrías escribir una regla para encontrar el costo de doce barras de dulce?
   ¿Poh-**dree**-ahs ehs-kree-**beer oon**-ah **reh**-glah **pah**-rah ehn-kohn-**trahr** ehl **kohs**-to deh **doh**-seh **bah**-rahs de **dool**-seh?



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STUDENT WORKSHEET*

4. List the next three values in each pattern.

4. **Escribe los siguientes tres valores en cada patrón.**
Ehs-**kree**-beh lohs see-gee-**ehn**-tehs trehs vah-**lohr**-es ehn **kah**-dah pah-**trohn**.

a. 1, 3, 6, 10, _____, _____, _____

b. $\frac{2}{3}, \frac{4}{5}, \frac{6}{7}, \frac{8}{9},$ _____, _____, _____

c. 100, 90, 81, 73, 66, _____, _____, _____

d. 100, 81, 64, 49, _____, _____, _____

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TASK 6

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Analyzing functional relationships.

Content Standard(s):

4. Understands and applies basic and advanced properties of the concepts of measurement.
8. Understands and applies basic and advanced properties of functions and algebra.

Benchmark(s):

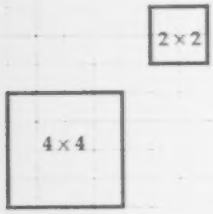
(6–8) 4b. Understands problems involving perimeter (circumference) and area of various shapes (e.g., parallelograms, triangles, circles).

(6–8) 4c. Understands the relationships between linear dimensions, area, and volume and the corresponding uses of units, square units, and cubic units of measurement.

(6–8) 8d. Understands the basic concept of a function (i.e., functions describe how changes in one quantity or variable result in changes of another).

Task Description:

The teacher asks the student to answer the questions as follows. Part A answers:



Size Tamaño	Perimeter Perímetro	Area Área
2 × 2	8	4
4 × 4	16	16

Part A answers: 2. The perimeter is double and the area is 4 times bigger.

Materials:

Teacher should photocopy page 2 of this task for the student to record his or her answers. The student should draw the squares on the grid provided.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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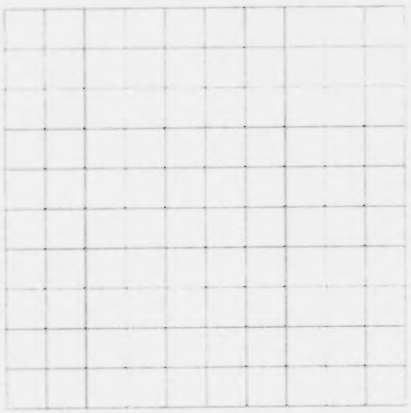
STUDENT WORKSHEET*

A.

1. Draw a square 2 × 2 on the grid below. Find its perimeter and area. Record the results on the chart.

A.

1. **Dibuja un cuadro 2 × 2 en el papel cuadriculado. Encuentra el perímetro y el área. Marca los resultados en el cuadro.**
Dee-**boo**-hah oon koo-**ah**-droh dohs-pohr-dohs (2 × 2) ehn ehl pah-**pehl** koo-ah-dree-koo-**lah**-doh. Ehn-koo-**ehn**-trah ehl pehr-**ee**-meh-troh ee ehl **ah**-reh-ah. **Mahr**-kah lohs reh-sool-**tah**-dohs ehn ehl koo-**ah**-droh.



Size Tamaño	Perimeter Perímetro	Area Área
2 × 2		
4 × 4		

2. Now draw a square that is twice as long.

   Figure the perimeter and area and record the results on the chart.

2. **Ahora, dibuja un cuadro dos veces más largo.**
Ah-**oh**-rah, dee-**boo**-hah oon koo-**ah**-droh dohs veh-sehs mahs **lar**-goh.

   Calcula el perímetro y el área y marca los resultados en el cuadro.
Kahl-**koo**-lah ehl peh-**ree**-meh-troh ee ehl **ah**-ree-ah ee **mahr**-kah lohs reh-sool-**tah**-dohs ehn ehl koo-**ah**-droh.

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TASK 7

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding simple linear equations.

Content Standard(s):

8. Understands and applies basic and advanced properties of functions and algebra.

Benchmark(s):

(6–8) 8b. Understands that a variable can be used in many ways (e.g., as a placeholder for a specific unknown, such as $x + 8 = 13$; as a representative of a range of values, such as $4t + 7$).

(6–8) 8e. Solves linear equations using concrete, informal, and formal methods (e.g., using properties, graphing ordered pairs, using slope-intercept form).

Task Description:

The teacher asks the student to solve the following problems.

Part A answers:

1. 9, 8, 7, 6, 5, 4, 3;
2. a. no; b. yes; c. yes; d. no; e. yes;
3. 1) b, c; 2) a, d

Materials:

The students should be provided with paper and pencil to complete this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A.

1. Complete the table with the values obtained from the solution to the equation.

A.

1. **Completa la tabla con los valores obtenidos de las soluciones a la ecuación.**
   Kohm-**pleh**-tah lah **tah**-blah kohn los vah-**lohr**-ehs ohb-tehn-**ee**-dohs deh lahs soh-loo-see-**ohn**-ehs ah lah eh-koo-ah-see-**ohn**.

$$x + y = 6$$

x	-3	-2	-1	0	1	2	3
y							

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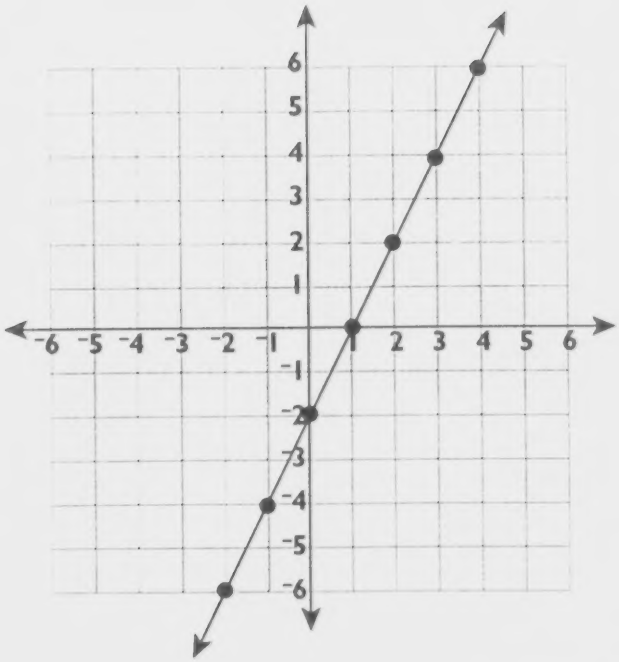
2. Looking at the linear graph, answer yes or no if the following ordered pairs lie on the line.

	Yes	No
a. (0,1)		
b. (1,0)		
c. (2,2)		
d. (-2,6)		
e. (3,4)		

2. **Mira el gráfico linear. Contesta sí o no, si los siguientes pares ordenados caen en la línea.**
Mee-rah lah **grah**-fee-kah lee-**neh**-ahr. Kohn-**tehs**-tah **see** oh noh, see lohs see-gee-**ehn**-tehs **pah**-rehs ohr-dehn-ah-dohs **kah**-ehn ehn la **lee**-neh-ah.

	Sí	No
a. (0,1)		
b. (1,0)		
c. (2,2)		
d. (-2,6)		
e. (3,4)		



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3. Which ordered pairs are a solution for each equation?

3. **¿Cuáles pares ordenados son una solución para la ecuación?**
¿Koo-**ahl**-ehs **pah**-rehs ohr-dehn-ah-dohs sohn **oo**-nah sohl-oo-see-**ohn** **pah**-ra lah eh-koo-ah-see-**ohn**?

1. $2x + 3y = 7$
   a. (1,2)
   b. (2,1)
   c. (5,$^-$1)
   d. (4,$^-$1)

2. $7x - y = 5$
   a. (0,$^-$5)
   b. (2,1)
   c. ($^-$1,12)
   d. (3,16)

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TASK 8

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Constructing data displays and understanding measures of central tendency.

Content Standard(s):

6. Understands and applies basic and advanced concepts of statistics and data analysis.

Benchmark(s):

(6–8) 6a. Understands basic characteristics of measures of central tendency (i.e., mean, mode, median).

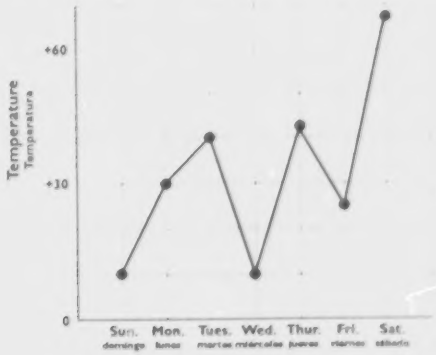
(6–8) 6b. Understands basic characteristics of frequency and distribution (e.g., range, varying rates of change, gaps, clusters).

(6–8) 6d. Reads and interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter) and graphs (e.g., bar, circle, line).

Task Description:

The student is asked to plot the data and connect the points for Part A of this task.

Part A answers:



The student uses the graph and the information provided in Part A to answer the questions in Part B. Part B answers:

1. mean = 32 ; 2. 10°, 10°, 25°, 30°, 40°, 42°, 67°; median = 30°;
3. mode = 10°; 4. range = 57°.

Materials:

Page 2 of this task should be photocopied for student use.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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STUDENT WORKSHEET*

A.

1. Plot the following data:

   Wednesday, 10°; Thursday, 42°, Monday, 30°; Tuesday, 40°; Friday, 25°; Saturday, 67°; Sunday, 10°.

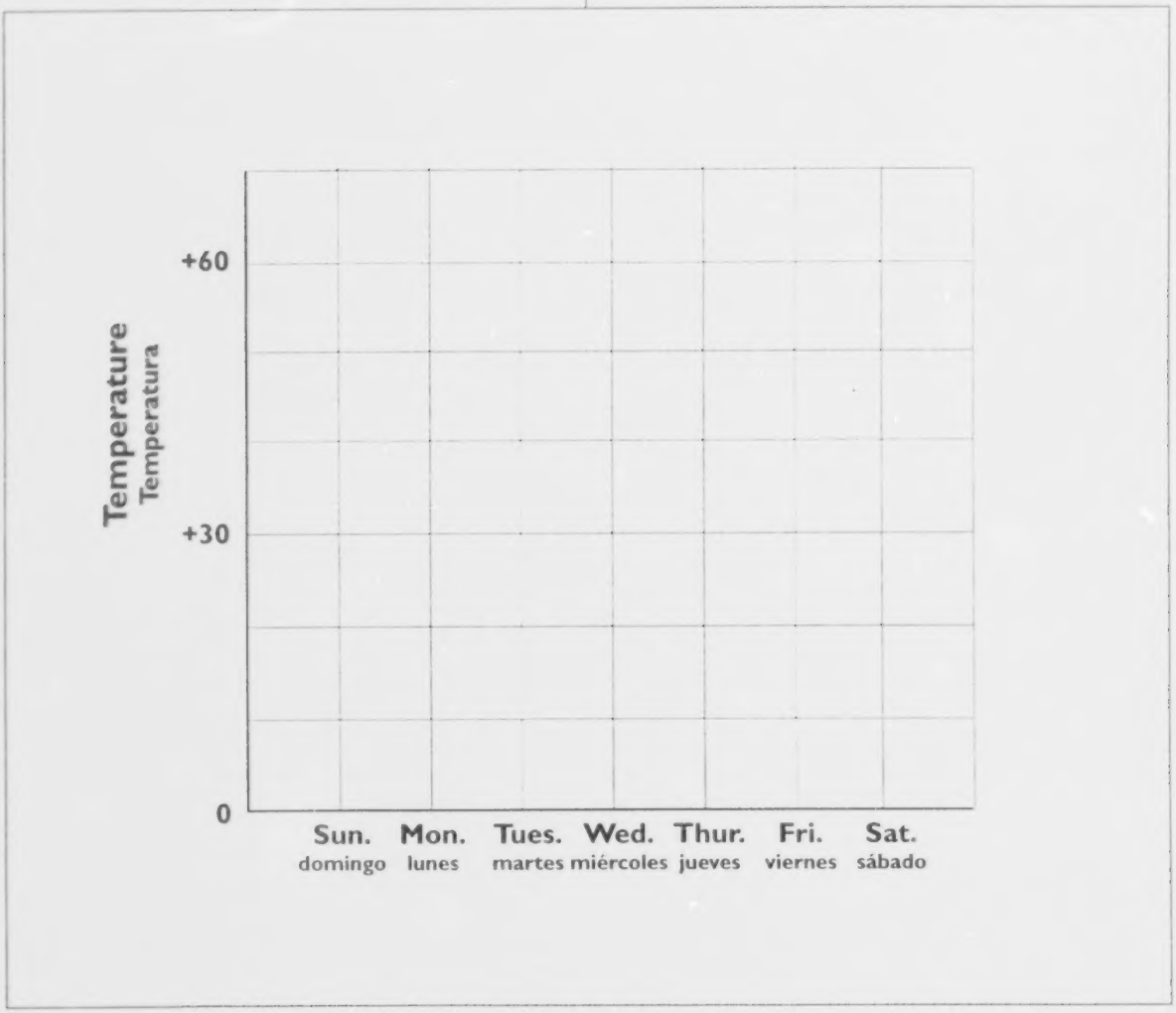
   Then connect the points.

A.

1. **Grafica los siguientes datos:**
   Grah-**fee**-kah lohs see-gee-**ehn**-tehs **dah**-tohs:

   miércoles, 10°; jueves, 42°, lunes, 30°; martes, 40°; viernes, 25°; sábado, 67°; domingo, 10°.

   Luego conecta los puntos.
   Loo-**eh**-goh koh-**nehk**-tah lohs **poon**-tos.



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B. **Use the graph and the information to answer the following questions.**

1. Find the mean $\bar{x}$ (or average).
2. List the data from least to greatest. What is the *median* (or middle)?
3. What is the *mode* (most common)?
4. What is the *range* (the quantity between the lowest temperature and the highest)?

B. **Usa el gráfico y la información para contestar las siguentes preguntas.** Oo-sah ehl **grah**-fee-koh ee lah een-fohr-mah-see-**ohn pah**-rah kohn-tehs-**tahr** lahs see-gee-**ehn**-tes preh-**goon**-tahs.

1. **Calcula la media aritmética** $\bar{x}$ **(o promedio).**
2. **Ordena los datos del mínimo al máximo. ¿Qué es la *mediana aritmética*? (o el medio)?**
3. **¿Qué es la *moda aritmética*? (el valor más común)?**
4. **¿Qué es el *rango* (la cantidad entre la temperatura más baja y más alta)?**

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TASK 9

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Evaluating arguments based on statistical claims and drawing conclusions.

Content Standard(s):

1. Uses a variety of strategies in the problem-solving process.
6. Understands and applies basic and advanced concepts of statistics and data analysis.
7. Understands and applies basic and advanced concepts of probability.

Benchmark(s):

(6–8) 1f. Generalizes from a pattern of observations made in particular cases, makes conjectures, and provides supporting arguments for those conjectures (i.e., uses inductive reasoning).

(6–8) 6d. Reads and interprets data in charts, tables, plots (e.g., stem-and leaf, box-and-whiskers, scatter), and graphs (e.g., bar, circle, line).

(6–8) 6e. Uses data and statistical measures for a variety of purposes (e.g., formulating hypotheses, making predictions, testing conjectures).

(6–8) 7c. Understands how predictions are based on data and probabilities (e.g., the difference between predictions based on theoretical probability and experimental probability).

Task Description:

The student uses the graph to answer the questions.
Part A answers:
1. a; 2. c; 3. c

Part B answers:
1. False; 2. False; 3. False

Materials:

The student should be provided with paper and pencil to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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Presidential Election

Elección Presidencial

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A. **Using the graph, answer the following questions.**

1. If the election were held in July, who would win?
   a. Mel
   b. Carole
   c. Antonio

2. Which candidate do you think won the debate?
   a. Mel
   b. Carole
   c. Antonio

3. Which candidate do you think won the election?
   a. Mel
   b. Carole
   c. Antonio

B.

1. Carole said, "The statistics show that in August I was ahead of the other candidates." True or False?

2. At the first of September, the election would be a tie. True or False?

3. Antonio stated, "Based on the statistics in July, I will win the election." True or False?

A. **Usando el gráfico, contesta las siguientes preguntas.**
Oo-**sahn**-doh ehl **grah**-fee-koh, kohn-**tehs**-tah lahs see-gee-**ehn**-tes preh-**goon**-tahs.

1. **¿Si la elección tuviera lugar en julio, quién ganaría?**
   a. Mel
   b. Carole
   c. Antonio

2. **¿Cuál candidato piensas tú ganó el debate?**
   a. Mel
   b. Carole
   c. Antonio

3. **¿Cuál candidato piensas tú ganó la elección?**
   a. Mel
   b. Carole
   c. Antonio

B.

1. **Carole dijo, "Las estadísticas muestran que en agosto yo estaba adelante de los demás candidatos." ¿Cierto o Falso?**

2. **El primero de septiembre, la elección estará empatada. ¿Cierto o Falso?**

3. **Antonio dijo, "Basado en las estadísticas en julio, Yo ganaré la elección." ¿Cierto o Falso?**

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TASK 10

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Applying concepts of ratio and proportion and solving problems using coordinate geometry.

Content Standard(s):

3. Uses basic and advanced procedures while performing the processes of computation.
5. Understands and applies basic and advanced properties of the concepts of geometry.

Benchmark(s):

(6–8) 3e. Uses proportional reasoning to solve mathematical and real-world problems (e.g., involving equivalent fractions, equal ratios, constant rate of change, proportions, percents).

(6–8) 5f. Understands the mathematical concepts of similarity (e.g, scale, proportion, growth rates) and congruency.

Task Description:

The student is asked to solve the problems using the pictures and figures provided. Answers should be written on a separate piece of paper.

Part A answer:

1. 20

Part B answers:

1. 18; 2. 24; 3. b

Materials:

The student should be provided with a pencil and paper to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Write your answers to the following questions.

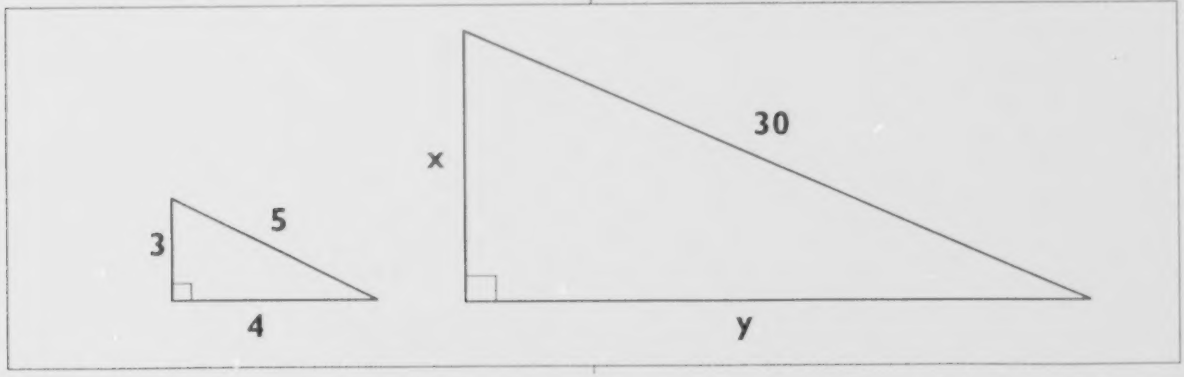
1. If 4 out of 20 flowers are black and a garden of 100 flowers was planted in the same proportion/manner, how many flowers would be black in the bigger garden?

A. **Escribe tus respuestas a las siguientes preguntas.**
Ehs-**kree**-beh yoos rehs-poo-**ehs**-tahs ah lahs see-gee-**ehn**-tes preh-**goon**-tahs.

1. **Si 4 de 20 flores son negras y un jardín de 100 flores fue sembrado en la misma proporción/manera, ¿cuántos flores serán negras en el jardín más grande?**

B. The triangles below are similar.
1. Find x.
2. Find y.

B. Los triangulos abajo son iguales.
1. **Encuentra el valor de "x".**
2. **Encuentra el valor de "y".**



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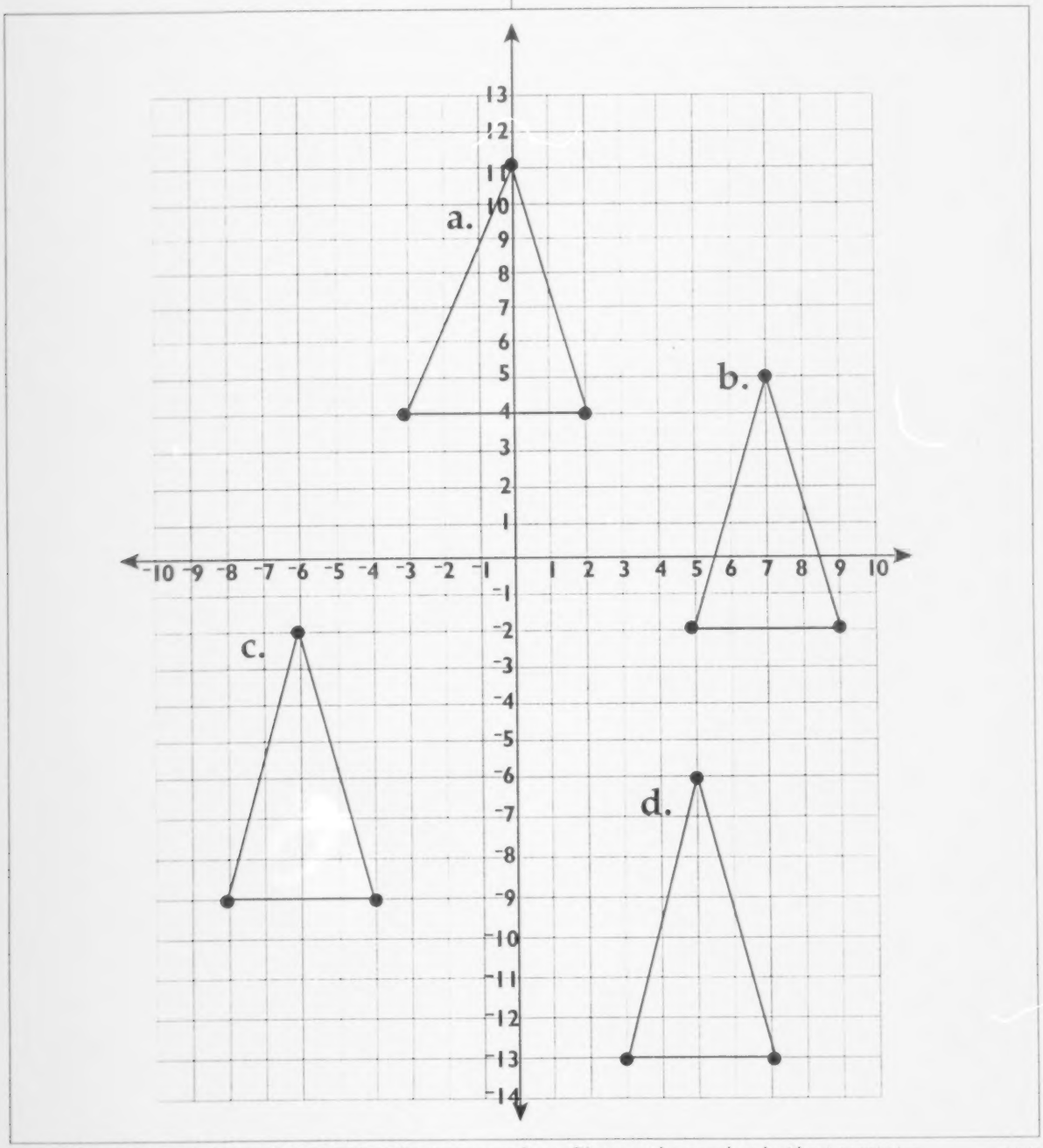
3. Find the triangle that fits these ordered pairs/coordinates.
   (7,5)
   (5,-2)
   (9,-2)

3. **Encuentra el triángulo que coresponde a estos pares ordenados/ coordinadas.**
   (7,5)
   (5,-2)
   (9,-2)



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TASK 11

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding perimeter and area.

Content Standard(s):

4. Understands and applies basic and advanced properties of the concepts of measurement.

Benchmark(s):

(6–8) 4b. Solves problems involving perimeter (circumference) and area of various shapes (e.g., parallelograms, triangles, circles).

(6–8) 4c. Understands the relationships among linear dimensions, area, and volume and the corresponding uses of units, square units, and cubic units of measure.

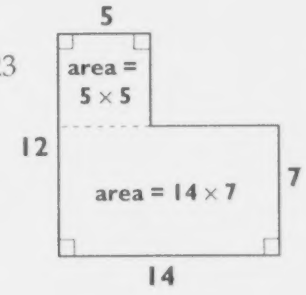
(6–8) 4h. Understands formulas for findir.g measures (e.g., area, volume, surface area).

(6–8) 4j. Understands procedures for basic indirect measurements (e.g., using grids to estimate area of irregular figures).

Task Description:

The teacher asks the student to write answers to the problems on a separate piece of paper. Part A answers:

1. 16; 2. 15; 3. 52; 4. 123



5. $16 + 8\sqrt{2}$; 6. 32; 7. 18.84; 8. 28.26

Materials:

The student should be provided with pencil and paper to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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Rules:
Perimeter = distance around a shape.
Area = number of square units inside a shape.

A. Write your answers to the following problems.

Las Reglas:
Perímetro = la distancia alrededor de una figura.
Área = el número de unidades cuadrados dentro de una figura.
Lahs **reh**-glahs:
Pahr-**ee**-meh-troh = lah dees-tahn-**see**-ah ahl-reh-deh-**dohr** deh **oon**-ah fee-**goo**-rah.
Ah-reh-ah = ehl **noo**-meh-roh deh oon-ee-**dah**-dehs koo-ah-**drah**-dohs **dehn**-troh deh **oon**-ah fee-**goo**-rah.

A. **Escribe tus respuestas a las siguientes problemas.**
Ehs-**kree**-beh toos rehs-poo-**ehs**-tahs ah lahs see-gee-**ehn**-tes proh-**bleh**-mahs.

1. Find the perimeter of the rectangle above.

2. Find the area of the rectangle above.

1. **Encuentra el perímetro del rectangulo arriba.**
ehn-koo-**ehn**-trah ehl pehr-**ee**-meh-troh dehl rek-tahn-**goo**-loh ah-**ree**-bah.

2. **Encuentra el área del rectangulo arriba.**
ehn-koo-**ehn**-trah ehl **ah**-reh-ah dehl rek-tahn-**goo**-loh ah-**ree**-bah.

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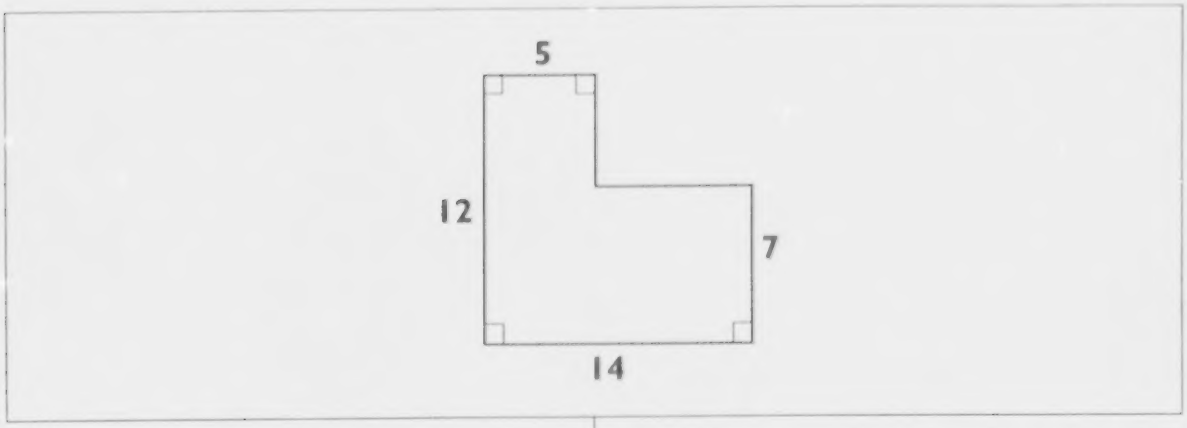
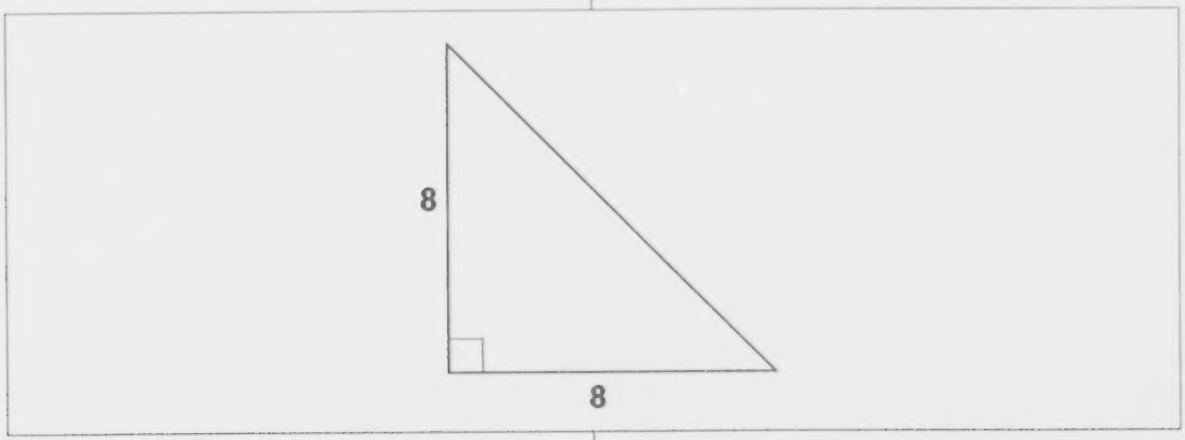


3. Find the perimeter of the figure above.

4. Find the area of the figure above.

3. **Encuentra el perímetro de la figura arriba.**
ehn-koo-**ehn**-trah ehl pehr-**ee**-meh-troh deh lah feh-**goo**-rah ah-**ree**-bah.

4. **Encuentra el área de la figura arriba.**
ehn-koo-**ehn**-trah ehl **ah**-reh-ah deh lah feh-**goo**-rah ah-**ree**-bah.



5. Find the perimeter of the triangle above.

6. Find the area of the triangle above.

5. **Encuentra el perímetro del triángulo arriba.**
ehn-koo-**ehn**-trah ehl pehr-**ee**-meh-troh dehl treh-**ahng**-goo-loh ah-**ree**-bah.

6. **Encuentra el área del triángulo arriba.**
ehn-koo-**ehn**-trah ehl **ah**-reh-ah dehl treh-**ahng**-goo-loh ah-**ree**-bah.

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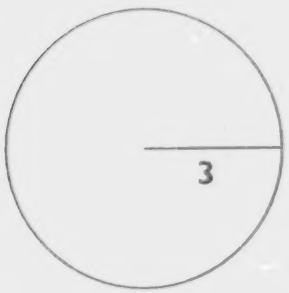

$\pi = 3.14$

7. Find the circumference of the circle ($\pi \times$ diameter).

8. Find the area of the circle (πr^2).

7. **Encuentra la circumferencia del círculo ($\pi \times$ diameter).**
ehn-koo-**ehn**-trah lah seer-koom-fehr-ehn-**see**-ah del **ceer**-koo-loh.

8. **Encuentra el área del círculo. (πr^2).**
ehn-koo-**ehn**-trah ehl **ah**-reh-ah del **ceer**-koo-loh.

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TASK 12

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding surface area and volume.

Content Standard(s):

4. Understands and applies basic and advanced properties of the concepts of measurement.

Benchmark(s):

(6–8) 4c. Understands the relationships among linear dimensions, area, and volume and the corresponding uses of units, square units, and cubic units of measure).

(6–8) 4h. Understands formulas for finding measures (e.g., area, volume, surface area).

Task Description:

The teacher asks the student to write answers to the problems on a separate piece of paper. Part A answers: 1. 216; 2. 180

Part B answer: c. (64)

Materials:

The student should be provided with pencil and paper to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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Rules:

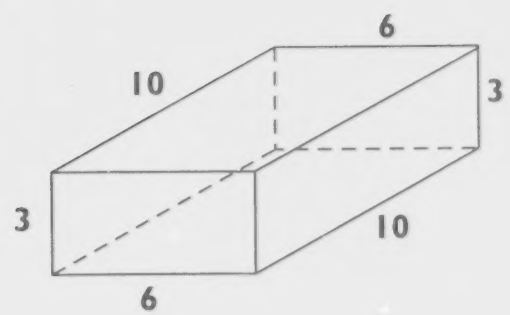
Surface area = the sum of the areas of each face.
Volume = the number of cubic units inside the shape.

A. Write your answers to the following problems.

Las Reglas:
Lahs **reh**-glahs:

Área de superficie = la suma de las áreas de cada lado.
Ah-reh-ah deh soo-pehr-fee-**see**-eh = lah **soo**-mah deh lahs ah-**reh**-ahs de **kah**-dah **lah**-doh.
Volumen = el número de unidades cúbicos dentro de una figura.
Voh-loo-**mehn** = ehl **noo**-meh-roh deh oon-ee-**dah**-dehs **koo**-bee-kos **dehn**-troh deh **oon**-ah fee-**goo**-rah.

A. Escribe tus respuestas a las siguientes problemas.
Ehs-**kree**-beh toos rehs-poo-**ehs**-tahs ah lahs see-gee-**ehn**-tes proh-**bleh**-mahs.



1. Find the surface area.

2. Find the volume.

1. **Encuentra el área de la superficie.**
ehn-koo-**ehn**-trah ehl **ah**-reh-ah deh lah soo-pehr-fee-**see**-eh.

2. **Encuentra el volumen.**
ehn-koo-**ehn**-trah ehl voh-loo-**mehn**.

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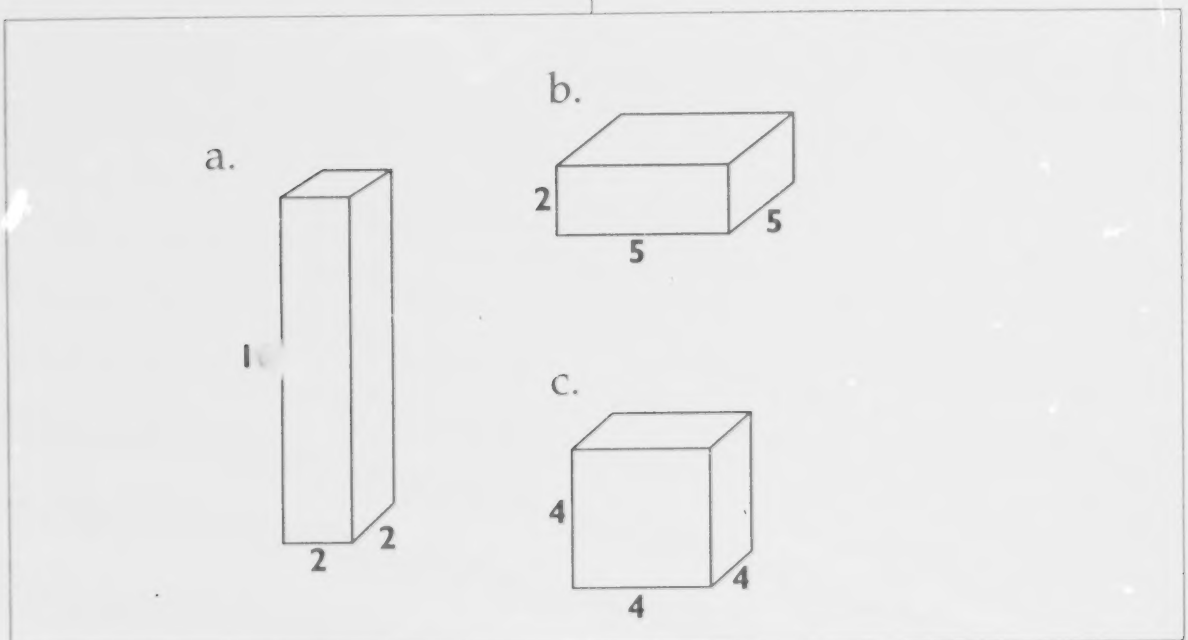
B. Which box has the largest volume?

B. **¿Cuál caja tiene más volumen?**
Koo-**ahl kah**-hah tee-**ehn**-eh **mahs**
voh-**loom**-ehn?



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TASK 13

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding angles and interpreting scales.

Content Standard(s):

2. Understands and applies basic and advanced properties of the concepts of numbers.
5. Understands and applies basic and advanced properties of the concepts of geometry.

Benchmark(s):

(6–8) 2c. Understands the role of positive and negative integers in the number system.

(6–8) 5f. Understands the mathematical concepts of similarity (e.g., scale, proportion, growth rates) and congruency.

Task Description:

The teacher asks the student to solve the problems using the pictures.
Part A answers:
1. right angle = b, acute angle = a and obtuse angle = d; 2. a = 30°, b = 110°; 3. angles a and b are complementary.

Part B answers:
1. 5; 2. b

Materials:

The student should be provided with a piece of paper and pencil to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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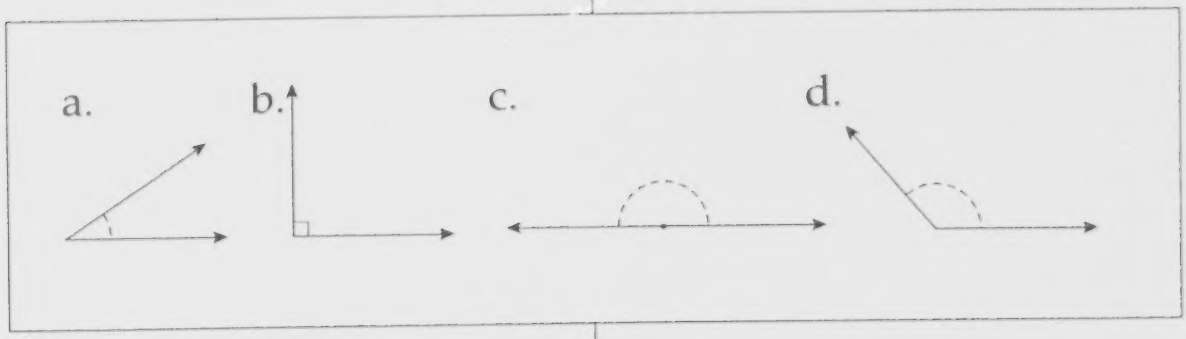
A. 1. Use the pictures below and point to a:

- right angle
- acute angle
- obtuse angle

A. **1. Usa los dibujos de abájo y apunta a un:**
Oo-sah lohs dee-**boo**-hohs deh ah-**bah**-hoh ee ah-**poon**-tah ah oon:

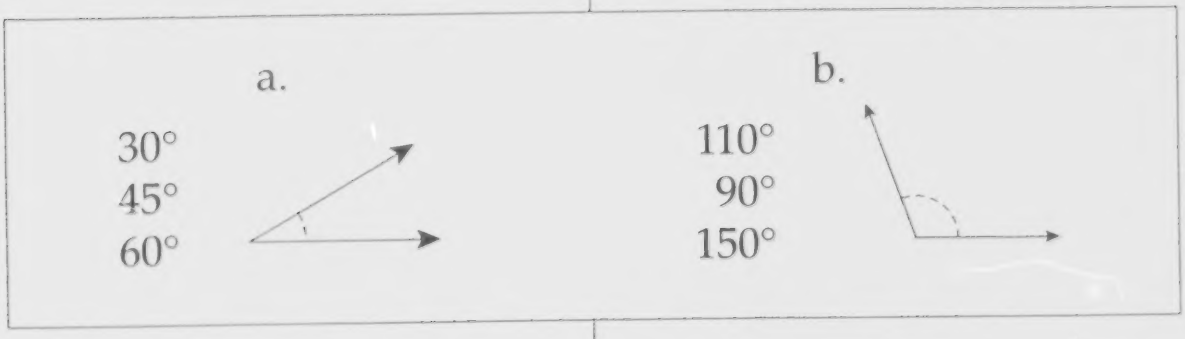
- **ángulo recto**
- **ángulo agudo**
- **ángulo obtuso**

- **ahn**-goo-loh **rehk**-toh
- **ahn**-goo-lo ah-**goo**-doh
- **ahn**-goo-loh ob-**too**-soh



2. Estimate the angle:

2. **Calcula el ángulo:**
Kahl-**koo**-lah ehl ahn-**goo**-loh:



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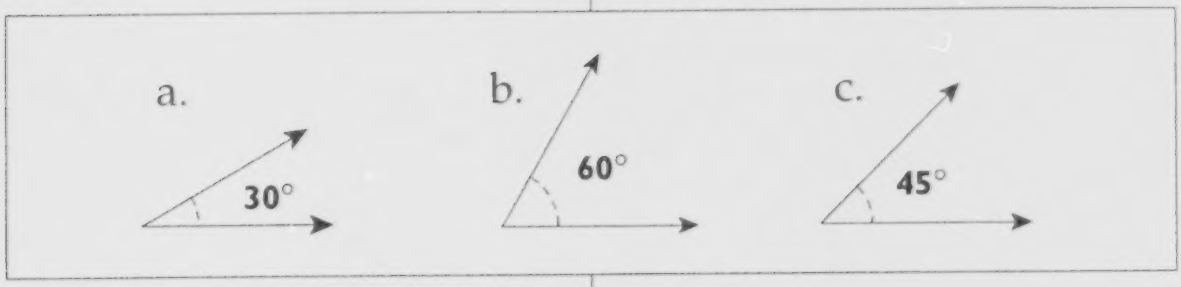
3. Point to the 2 angles that are complementary:

3. **Apunta a los dos ángulos que son complementarios.**
A-**poon**-tah ah lohs dohs **ahn**-goo-los keh sohn com-pleh-mehn-tah-**ree**-ohs.

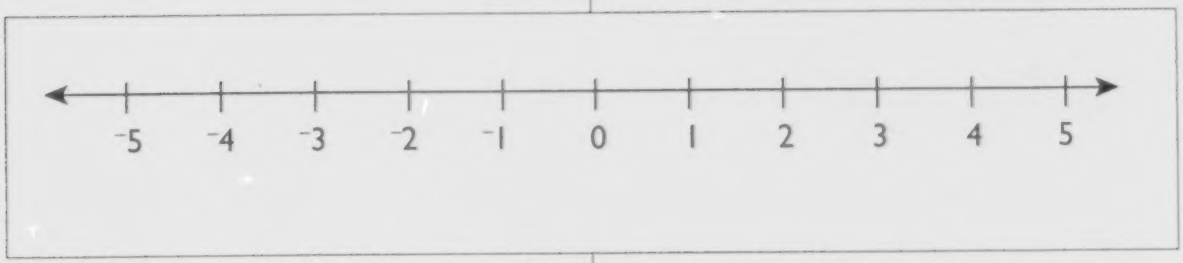


B.

1. Determine the distance between ⁻3 and 2.

B.

1. **Determina la distancia entre ⁻3 y 2.**
deh-tehr-**meen**-ah lah dees-tahn-**cee**-ah ehn-treh trehs neh-gah-**tee**-voh (⁻3) ee dohs.



2. Point to the best formula to solve the problem above.

2. **Apunta a la mejor fórmula para resolver el problema de arriba.**
Ah-**poon**-tah ah lah meh-**hor** **fohr**-moo-lah **pah**-rah reh-sohl-**vehr** ehl proh-**bleh**-mah deh ah-**ree**-bah.

a. $^{-}3 - 2$ b. $|^{-}3 - 2|$ c. $(^{-}3 - 2)$ d. $^{-}2 - 3$

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TASK 14

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding formulas and changes in linear dimensions.

Content Standard(s):

4. Understands and applies basic and advanced properties of the concepts of measurement

Benchmark(s):

(6–8) 4b. Solves problems involving perimeter (circumference) and area of various shapes (e.g., parallelograms, triangles, circles)

(6–8) 4c. Understands the relationships among linear dimensions, area, and volume and the corresponding uses of units, square units, and cubic units of measure

(6–8) 4h. Understands formulas for finding measures (e.g, area, volume, surface area)

Task Description:

The student should use the pictures provided to answer the questions. The student should not write on the test but be provided paper to work the problems. I

Part A answers:

1. a + b + c; 2. b

Part B answers:

1. b (36)

Materials:

The student should be provided with paper and pencil to work the problems.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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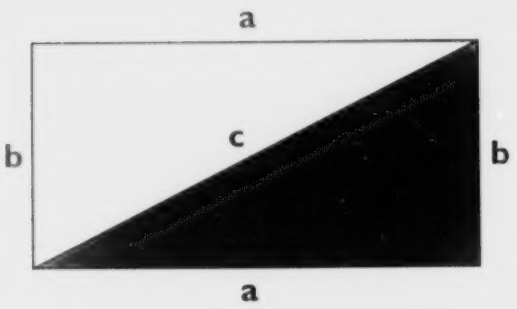
A.

1. If the perimeter of a rectangle is a + b + a + b, then what is the perimeter of the shaded part of the rectangle?

A.

1. **Si el perímetro de un rectángulo es a + b + a + b, entonces, ¿cuál es el perímetro, de la parte oscura en el rectángulo de abajo?**
   See ehl pahr-**ee**-meh-troh deh oon rehk-**tahn**-goo-loh ehs ah mas beh mas ah mahs beh (a + b + a + b), ehn-**tohn**-sehs koo-**ahl** ehs ehl pahr-**ee**-meh-troh deh lah **pahr**-teh oh-**skoo**-rah ehn el rehk-**tahn**-goo-loh deh ah-**bah**-hoh.



2. Point to the best formula below for the perimeter of the above rectangle.

2. **Apunta a la mejor fórmula de abajo para encontrar el perímetro de rectángulo anterior.**
   Ah-**poon**-tah ah lah **meh**-hor **fohr**-moo-lah deh ah-**bah**-hoh **pah**-rah ehn-kohn-**trahr** ehl pahr-**ee**-meh-troh dehl rehk-**tahn**-goo-loh ahn-tehr-ee-**ohr**.

a. $a + b + c$

b. $2a + 2b$

c. $a^2 + b^2$

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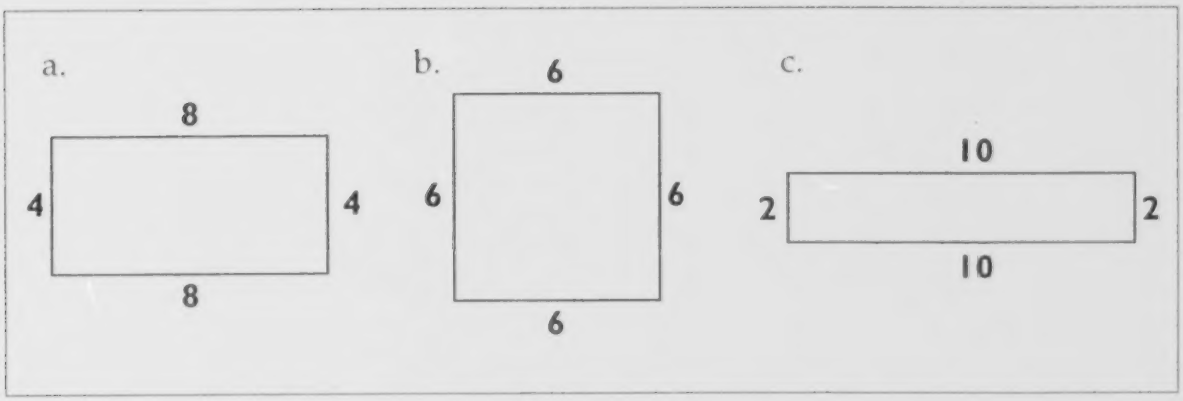
B.

1. Each of the rectangles below has a perimeter of 24. Point to the shape that has the largest area.

B.

1. **Cada uno de los rectángulos de abajo tienen un perímetro de 24. Apunta a la figura que tiene el área más grande.** **Kah**-dah **oon**-oh deh lohs rehk-**tahn**-goo-los deh ah-**bah**-hoh tee-**ehn**-ehn oon pehr-**ee**-meh-troh de veh-**een**-teh-ee-koo-**ah**-troh. Ah-**poon**-tah ah lah fee-**goo**-rah keh tee-**ehn**-eh ehl **ah**-reh-ah **mahs grahn**-deh.



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TASK 15

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding ratios, proportions, and percents in the real world.

Content Standard(s):

2. Understands and applies basic and advanced properties of the concepts of numbers.
3. Uses basic and advanced procedures while performing the processes of computation.
7. Understands and applies basic and advanced concepts of probability.

Benchmark(s):

(6–8) 2a. Understands the relationships among equivalent number representations (e.g., whole numbers, positive and negative integers, fractions, ratios, decimals, percents, scientific notation, exponentials) and the advantages and disadvantages of each type of representation.

(6–8) 2g. Understands the concepts of ratio, proportion, and percent and the relationships among them.

(6–8) 3a. Adds, subtracts, multiplies, and divides whole numbers, fractions, decimals, integers, and rational numbers.

(6–8) 3e. Uses proportional reasoning to solve mathematical and real-world problems (e.g., involving equivalent fractions, equal ratios, constant rate of change, proportions, percents).

(6–8) 7a. Determines probability using mathematical/theoretical models (e.g., table or tree diagram, area model, list, counting procedures, samples space).

(6–8) 7e. Understands the relationship between the numerical expression of a probability (e.g., fraction, percentage, odds) and the events that produce these numbers.

Task Description:

The teacher asks the student to solve the problems. The student should use a separate piece of paper to work the problems and record his or her answers. Part A answers:

1. 5 feet; 2. ; 3. a; 4. c.; 5. a; 6. 15%

Materials:

The student should be provided with pencil and paper to solve the problems in this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Solve the following problems and write your answers on a separate sheet of paper.

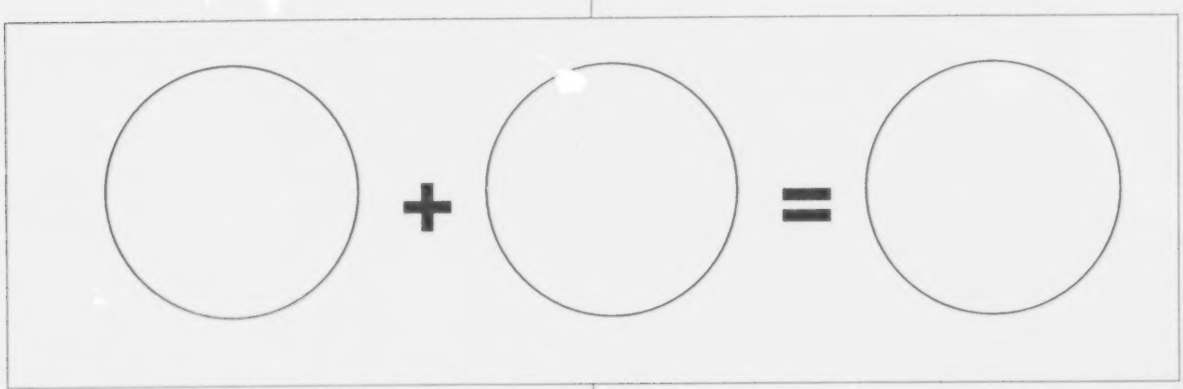
1. Tom needs a total of 10½ feet of string. He has *two* pieces that are each 2¾ feet long. How much more does he need?

2. Use the circles below to make a model that shows the sum of ⅜ and ⅛.

A. **Resuelve los siguientes problemas y escribe tus respuestas en una otra hoja de papel.**
Reh-soo-**ehl**-veh lohs see-gee-**ehn**-tehs proh-**blehm**-ahs ee ehs-**skree**-beh toos rehs-poo-**ehs**-tahs ehn oo-nah oh-trah oh-ha deh pah-**pel**.

1. **Tomás necesita un total de 10½ pies de cuerda. El tiene *dos* pedazos de 2¾ pies cada uno. ¿Cuántos más pies de cuerda necesita?**

2. Usa los círculos de abajo para hacer an modelo que enseña la suma de ⅜ y ⅛.



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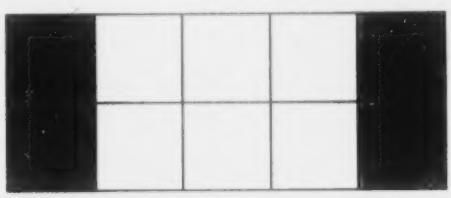
3. Which is *not* a way to write ¾?

a. .75%
b. .75
c. $^{75}/_{100}$
d. 75%

3. **¿Cuál *no* es una manera de escribir ¾?**

4. The figure below is a rectangle divided into 10 equal squares. If the shaded squares are removed, what percent of the original area is left?



a. 40%
b. 25%
c. 60%
d. 75%

4. **La figura de abajo es un rectángulo dividido en 10 cuadrados iguales. Si las partes oscuras son removidas, que porcentaje del área original queda?**

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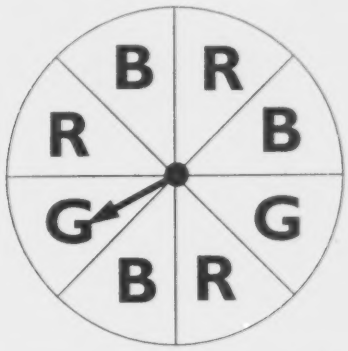
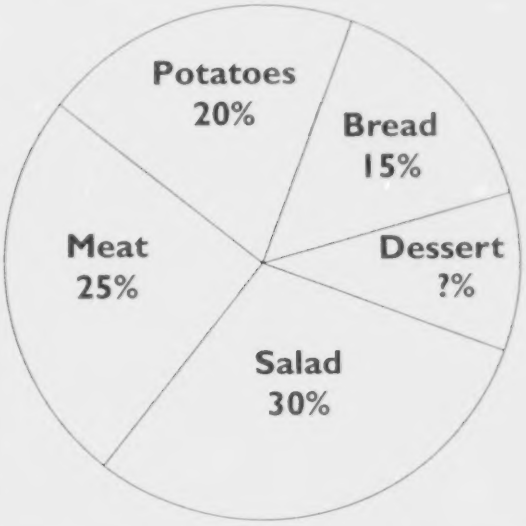
5. Mary's favorite game uses the spinner shown here. What percent of the time will the spinner land on "G"?



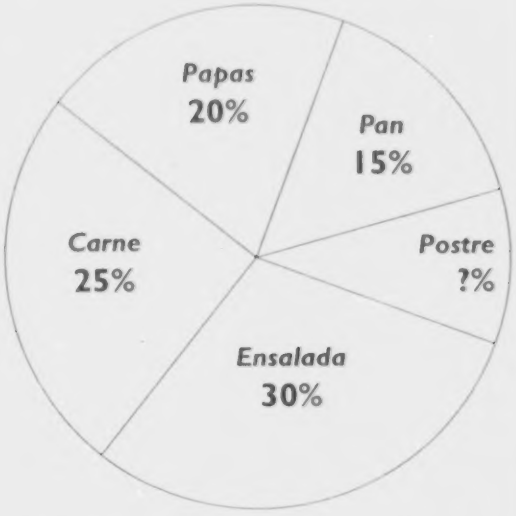
a. 25%
b. 50%
c. 66%
d. 75%

5. **El juego favorito de María usa la rueda de abajo. ¿Qué porcentaje de veces cae la aguja en "G"?**

6. What percentage of this meal is dessert?



6. **Qué porcentaje de esta comida es postre?**



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TASK 16

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding computation of fractions and decimals.

Content Standard(s):

3. Uses basic and advanced procedures while performing the processes of computation.

Benchmark(s):

(6–8) 3a. Adds, subtracts, multiplies, and divides whole numbers, fractions, decimals, integers, and rational numbers.

Task Description:

The teacher asks the student to solve the problems using a separate piece of paper.

Part A answers:

1. $15\frac{7}{15}$; 2. $3\frac{1}{3}$; 3. $9\frac{1}{6}$; 4. $5\frac{2}{3}$

Part B answers:

1. 201.83; 2. 70.282; 3. b; 4. 25

Materials:

The student should be provided with pencil and paper to solve the problems in this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Solve the problems below using a separate piece of paper.

A. **Resuelve los problemas de abajo en otra hoja de papel.**
Reh-soo-**ehl**-veh lohs proh-**bleh**-mahs deh ah-**bah**-hoh ehn **oh**-trah **oh**-ha deh pah-pel.

1. $11\frac{2}{3} + 3\frac{4}{5}$

2. $10 - 6\frac{2}{3}$

3. $3\frac{2}{3} \times 2\frac{1}{2} =$

4. $4\frac{1}{4} \div \frac{3}{4} =$

B. Solve the problems below.

B. **Resuelve los problemas de abajo.**
Reh-soo-**ehl**-veh lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

1. $49.03 + 152.8 =$

2. $76.03 - 5.748 =$

3. 8.36×15.4

a. 1287.44
b. 128.744
c. 120.744
d. none of these/**ninguno**

4. $.25\overline{)6.25}$

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TASK 17

Snapshot Assessment Mathematics: Grades 7–8

Task Target: Understanding basic algebra.

Content Standard(s):

3. Uses basic and advanced procedures while performing the processes of computation.
8. Understands and applies basic and advanced properties of functions and algebra.

Benchmark(s):

(6–8) 3d. Understands the correct order of operations for performing arithmetic computations.

(6–8) 8a. Knows that an expression is a mathematical statement using numbers and symbols to represent relationships and real-world situations (e.g., equations and inequalities with or without variables).

(6–8) 8b. Understands that a variable can be used in many ways (e.g., as a placeholder for a specific unknown, such as $x + 8 = 13$; as a representative of a range of values, such as $4t + 7$).

(6–8) 8e. Solves linear equations using concrete, informal, and formal methods (e.g., using properties, graphing ordered pairs, using slope-intercept form).

(6–8) 8h. Understands basic operations (e.g., combining like terms, expanding, substituting for unknowns) on algebraic expressions.

Task Description:

The teacher asks the student to solve the problems using a separate piece of paper.
Part A answers: 1. d; 2. b
Part B answers: 1. 72
Part C answers: 1. n = 58; 2. n = 9; 3. x = 44; 4. n = 16

Materials:

The student should be provided with pencil and paper to solve the problems in this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Order of operations

Solve.

1. $24 + 12 \div 4 - 1 =$

a. 28
b. 8
c. 12
d. none of the above/**ninguno**

2. $6 \times 8 + 4 \div 2 =$

a. 26
b. 50
c. 36
d. none of the above/**ninguno**

A. **Orden de las operaciones**

Resuelve.
Reh-soo-**ehl**-veh.

B. Algebra substitution

Solve.

1. $(r + t) \cdot s =$

r	s	t
4	6	8

B. **Substitución algebraica**

Resuelve.
Reh-soo-**ehl**-veh.

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C. One-step equations

Solve.

C. **Ecuaciones de un paso**

Resuelve.
Reh-soo-**ehl**-veh.

1. $n - 15 = 43$

2. $7n = 63$

3. $\frac{x}{4} = 11$

4. $n + {}^{-}6 = 10$

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TASK 1

Snapshot Assessment Science: Grades 7–8

Task Target: Interpreting and evaluating data in order to formulate scientific conclusions.

Content Standard(s):

15. Understands the nature of scientific inquiry.

Benchmark(s):

(6–8) 15b. Designs and conducts a scientific investigation (e.g., formulates questions, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations, critiques explanations and procedures).

(6–8) 15e. Establishes relationships based on evidence and logical argument (e.g., provides causes for effects).

Task Description:

The teacher asks the student to read the selection and answer the questions.
Part A answers:
1. c; 2. a, b, and c; 3. b; 4. a

Materials:

The student should be provided with pencil and paper to complete this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

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3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. Please read the selection and answer the questions.

Ranching and Irrigation

In a small town in the San Luis Valley, in Colorado, lives a man named Henry and his family. Henry raises cattle with the help of his wife, two sons, and daughter. The family also grows corn to feed their cattle. The majority of the water used to irrigate the crops comes from wells supplied by underground water.

The level of Henry's wells is regulated by electronic signals from a satellite. This allows the underground water to be replenished.

However, one hot summer day, Henry discovered that his wells would not operate. As a result of this, he needs to determine what happened to the well.

1. Which of the following is not a good alternative to explain what happened to Henry's irrigation system?
   a. The satellite stopped functioning.
   b. The pump broke.
   c. The cattle drank all the water.

A. Por favor lee la selección y contesta las preguntas.
Pohr fah-**vohr leh**-eh lah seh-lehk-see-**ohn** ee kohn-**tehs**-tah lahs preh-**goon**-tahs.

Hacienda e Irrigación

En un pequeño pueblo en el Valle de San Luis, en Colorado vive un señor llamado Enrique con su familia. Enrique se dedica a la ganadería con la ayuda de su esposa, dos hijos, y una hija. La familia también cultiva maiz para alimentar al ganado. La mayoría del agua usada en la irrigación de las coseschas viene de pozos de agua subterránea.

El nivel del agua en los pozos de Enrique está regulado por medio de señales electrónicas de un satélite. Esto permite que los pozos se rellenen de nuevo con agua subterránea.

Sin embargo, un día caliente de verano, Enrique descubrió que sus pozos no estaban funcionando. Como resultado de esto, él necesita determinar cuál es el problema de los pozos.

1. **¿Cuál de las siguientes no es una buena alternativa para explicar lo que ocurrió al sistema de irrigación de Enrique?**
   a. El satelite dejó de funcionar.
   b. La bomba se quebró.
   c. El ganado se tomó todo el agua.

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2. Point to *all* the questions below that Henry would ask concerning the low water level.
   a. Has the precipitation been low in the past year?
   b. Has the sun been shining with more intensity in the last year?
   c. Has the wind blown more intensely and more frequently in the past year?
   d. Has the water seeped into the ground due to an underground tunnel?

Henry collected the following data from the National Weather Station.

2. **Apunta a *todas* las preguntas de abajo que Enrique haría acerca del nivel bajo del agua.**
   a. ¿Fue la precipitación baja el año pasado?
   b. ¿Brilló el sol con más intensidad el año pasado?
   c. ¿Ha soplado el viento con más intensidad y frecuencia el año pasado?
   d. ¿Se ha filtrado el agua en la tierra debido a un túnel subterráneo?

Enrique recolectó los siguientes datos de la Estación Nacional del Tiempo.

Yearly Precipitation for the San Luis Valley from 1992–1997
Precipitación anual del Valle de San Luis de 1992–1997

1992	1993	1994	1995	1996	1997
40 cm	45 cm	43 cm	40 cm	44 cm	45 cm

3. If the average precipitation in the San Luis Valley is 44 cm per year, is the low water level caused by the lack of rain and snow?
   a. yes
   b. no
   c. The low water level is caused only by lack of rain.

3. **Si el promedio de precipitación en el Valle de San Luis es de 44 cm al año, ¿es el nivel bajo del agua causado por la falta de lluvia y nieve?**
   a. sí
   b. no
   c. El nivel bajo del agua es causado solamente por la falta de lluvia.

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Average Summer Temperature for the San Luis Valley
Promedio de La Temperatura del Valle de San Luis

1992	1993	1994	1995	1996	1997
27°C	26°C	28°C	27°C	26°C	40°C

4. If the average temperature in the San Luis Valley is 28°C per year, could the change in temperature in 1997 be the cause of the lack of water in Henry's ranch?
   a. yes
   b. no
   c. only if there was more precipitation in 1997

4. **Si el promedio de la temperatura en el Valle de San Luis es de 28°C al año, ¿podría el cambio en temperatura en 1997 ser la causa de falta de agua en la hacienda de Enrique?**
   a. sí
   b. no
   c. solemente si había más percipitación en 1997

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TASK 2

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding processes of scientific investigation.

Content Standard(s):

15. Understands the nature of scientific inquiry.

Benchmark(s):

(6–8) 15b. Designs and conducts a scientific investigation (e.g., formulates questions, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations, critiques explanations and procedures).

(6–8) 15a. Knows that there is no fixed procedure called "the scientific method," but that investigations involve systematic observations, carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypotheses and explanations.

Task Description:

The teacher asks the student to read the experiment and organize in terms of the scientific method. Part A answers:

1. Does GoGrow really make plants grow faster? (¿Podría el fertilizante "GoGrow" en realidad hacer crecer las plantas más rápido?)

2. First they got books about plants and read about how plants grow. (Primero ellos obtuvieron libros acerca de plantas y leyeron acerca de como las plantas crecen.)

3. They thought it would. (Ellos pensaron que podría.)

4. They used marigold seeds, planting them in potting soil in small pots. They put the pots in a window. They watered the seeds every other day with 10 milliliters of water. Ten of the seeds got GoGrow added to their water; 10 got plain water. (Ellos usaron semillas de caléndula y las sembraron en maceteras y las pusieron en una ventana. Regaron las semillas cada otro día con diez mililitros de agua. Diez de las semillas fueron regadas con agua y "GoGrow"; las otras diez semillas fueron regadas solamente con agua.)

5. In 7 days, all 20 seeds sprouted and grew 3 cm tall. On day 10, the GoGrow plants average 8 cm tall; the plain water ones are 6 cm. On day 13, the GoGrow plants average 14 cm; the plain ones are 9 cm. On day 16, final measurements were: GoGrow plants 17 cm, plain water plants averaged 11 cm. (En siete días, las veinte semillas germinaron y crecieron 3 cm. En el día 10, las plantas que fueron fertilizados con "GoGrow" habían crecido un promedio de 8 cm; las plantas regadas con agua sin fertilizante habían crecido 6 cm. En el día 13, las plantas con fertilizante habían crecido 14 cm; las plantas regadas con solo agua habían crecido 9 cm. En el día 16, las medidas finales fueron: Plantas con fertilizante "GoGrow," 17 cm; Plantas sin fertilizante, 11 cm de promedio.)

6. They put all this into a chart so they could compare the data. (Pusieron los datos en una gráfica para compararlos.)

7. Their data indicated that the GoGrow did make the plants grow faster and healthier. (Sus datos indicaron que el fertilizante "GoGrow" hizo crecer las plantas más rápido y más saludables.)

Materials:

The student should be provided with pencil and paper to complete this task.

Scoring:

(Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A. **DIRECTIONS: Read the experiment below. Number the sentences in the experiment following a logical scientific process:**

1. State the problem.
2. Research the problem.
3. Develop a hypothesis.
4. Write your *procedures,* including *materials* used.
5. Test your hypothesis.
6. Organize your data.
7. Conclusions.

The Experiment

Bill and Amy wanted to do an experiment to find out the answer to the question:

☐ Does GoGrow really make plants grow faster? ☐ They thought it would. ☐ Their data indicated that the GoGrow did make the plants grow faster.

☐ First they got books about plants and read about how plants grow. ☐ They used marigold seeds, planting them in potting soil in small pots. They put the pots in a window. They watered the seeds every other day with 10 milliliters of water. Ten of the seeds got GoGrow added to their water; 10 got plain water.

☐ In 7 days, all 20 seeds sprouted and grew 3 cm tall. On day 10, the GoGrow plants average 8 cm tall; the plain water ones are 6 cm. ☐ On day 13, the GoGrow plants average 14 cm; the plain ones are 9 cm. On day 16, they took their final measuremenbts. The GoGrow plants averaged 17 cm. The plain water plants averaged 11 cm. ☐ They put all this into a chart so they could compare the data.

A. **INSTRUCCIONES: Lee el experimento de abajo. Enumera las oraciones en el experimento siguiendo un proceso científico lógico.**

1. Identifica el problema.
2. Investiga el problema.
3. Desarrolla un hipótesis.
4. Escribe el *procedimiento* incluyendo el *material* requerido.
5. Prueba tu hipótesis.
6. Organiza tus datos.
7. Conclución(es).

El Experimento

Bill y Amy querían hacer un experimento para encontrar la respuesta a la pregunta.

☐ ¿Podría el fertilizante "GoGrow" en realidad hacer crecer las plantas más rápido? ☐ Ellos pensaron que podría. ☐ Sus datos indicaron que el fertilizante "GoGrow" hizo crecer las plantas más rápido.

☐ Primero ellos obtuvieron libros acerca de plantas y leyeron acerca de como las plantas crecen. ☐ Ellos usaron semillas de caléndula y las sembraron en maceteras y las pusieron en una ventana. Regaron las semillas cada otro día con diez mililitros de agua. Diez de las semillas fueron regadas con agua y "GoGrow"; las otras diez semillas fueron regadas solamente con agua.

☐ En siete días, las veinte semillas germinaron y crecieron 3 cm. En el día 10, las plantas que fueron fertilizados con "GoGrow" habían crecido un promedio de 8 cm; las plantas regadas con agua sin fertilizante habían crecido 6 cm. ☐ En el día 13, las plantas con fertilizante habían crecido 14 cm; las plantas regadas con solo agua habían crecido 9 cm. En el día 16, las medidas finales fueron: Plantas con fertilizante "GoGrow," 17 cm; Plantas sin fertilizante, 11 cm de promedio. ☐ Pusieron los datos en una gráfica para compararlos.

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TASK 3

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding changes in matter and energy.

Content Standard(s):

11. Understands energy types, sources, and conversions, and their relationship to heat and temperature.
12. Understands motion and the principles that explain it.

Benchmark(s):

(6–8) 11a. Knows that energy is a property of many substances (e.g., heat energy is in the disorderly motion of molecules and in radiation; chemical energy is in the arrangement of atoms; mechanical energy is in moving bodies or in elastically distorted shapes; electrical energy is in the attraction or repulsion between charges).

(6–8) 11f. Knows that most chemical and nuclear reactions involve a transfer of energy (e.g., heat, light, mechanical motion, electricity).

(6–8) 12d. Knows that an object's motion can be described and represented graphically according to its position, direction of motion, and speed.

(6–8) 12e. Understands effects of balanced and unbalanced forces on an object's motion (e.g., if more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and magnitude; unbalanced forces such as friction will cause changes in the speed or direction of an object's motion).

(6–8) 12f. Knows that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line.

Task Description:

The teacher asks the student to use the pictures to respond to the questions.

Part A answers:

1. a = solid, b = liquid, c = gas; 2. b; 3. b and c; 4. a and b

Part B answers:

1. a, e; 2. c

Materials:

The teacher uses the pictures on the following pages with the student for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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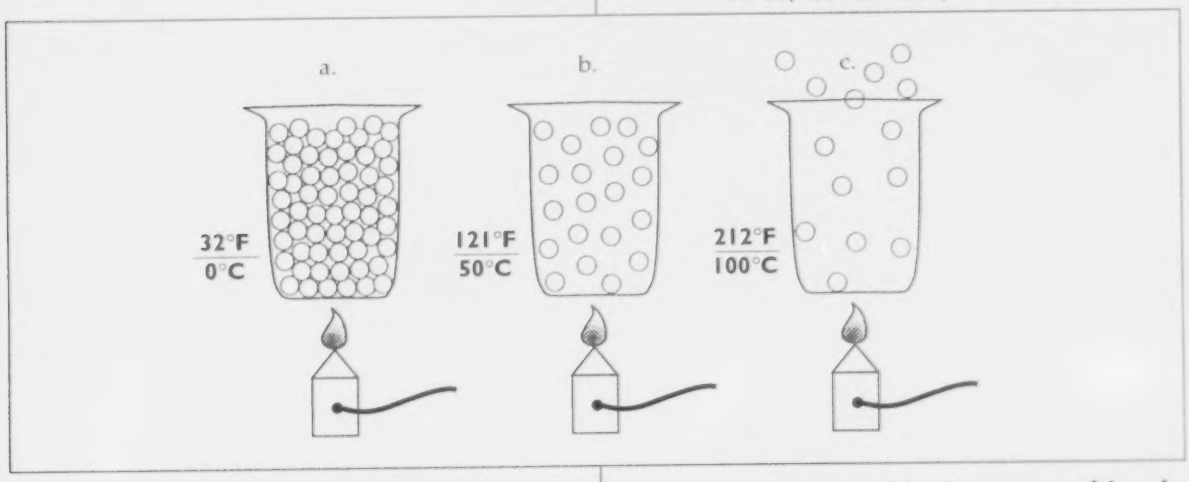
A. 1. Point to the picture of water in the gas, liquid, and solid state.

A. 1. **Apunta al dibujo de agua en el estado gaseoso, líquido, y sólido.** Ah-**poon**-tah ahl dee-**boo**-hoh deh ah-goo-ah ehn ehl ahs-**tah**-doh gahs-eh-**oh**-so, **lee**-kee-doh, ee **soh**-lee-doh.



2. Point to what you would do to change water to a solid at sea level.
   a. Increase the amount of heat to 212°F/100°C.
   b. Decrease the amount of heat to 32°F/0°C.
   c. Maintain the heat at 121°F/50°C.

2. **Apunta a qué harías para cambiar el agua de líquido a sólida en el nivel del mar.**
   a. Incrementar la cantidad de calor 212°F/100°C.
   b. Disminuir la cantidad de calor 32°F/0°C.
   c. Mantener el calor a 121°F/50°C.

3. Point to *all* true statements about the process illustrated above.
   a. Molecules move faster in container "a" than in container "b."
   b. Molecules move faster in container "c" than in container "a."
   c. More heat causes the molecules to move faster.

3. **Apunta a *todas* las expresiones verdaderas acerca del proceso de arriba.**
   a. Las moléculas se mueven más rápido en el recipiente "a" que en el "b".
   b. Las moléculas se mueven más rápido en el recipiente "c" que en el "a."
   c. Más calor causa que las moléculas se muevan más rápido.

4. Point to *all* factors that cause a change in the illustrated process.
   a. the container
   b. the heat
   c. the water
   d. the air

4. **Apunta a *todos* los factores que causan un cambio en el proceso ilustrado arriba.**
   a. el recipiente
   b. el calor
   c. el agua
   d. el aire

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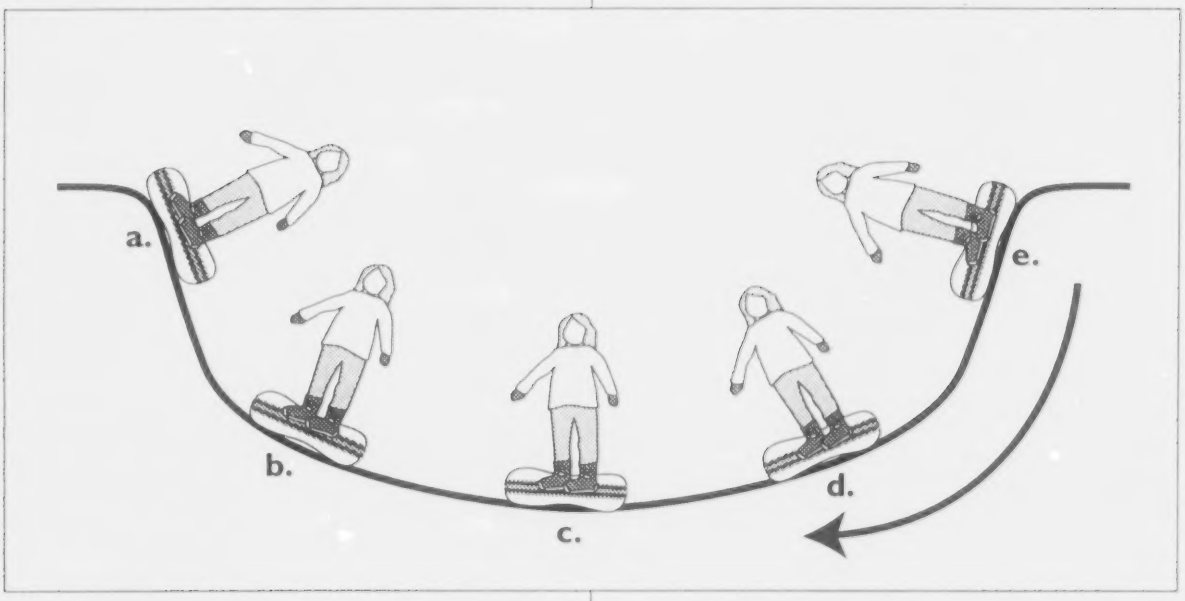
B.



1. Point to the letters that indicate the places where the potential energy is at its maximum.

2. Point to the letter that indicates the place where the kinetic energy (motion) is at its maximum.

B.

1. **Apunta a las letras que indican el lugar donde la energía potencial está a un máximo.**
Ah-**poon**-tah ah lahs **leh**-trahs keh een-dee-**kahn** ehl loo-**gahr dohn**-deh lah ehn-ehr-**hee**-ah poh-teh-see-**ahl** ehs-**tah** ah oon **mahk**-see-moh.

2. **Apunta a la letra que indica el lugar donde la energía cinética (en movimiento) está a un máximo.**
Ah-**poon**-tah ah lah **leh**-trah keh een-dee-**kah** ehl loo-**gahr dohn**-deh lah ehn-ehr-**hee**-ah seen-**eh**-tee-kah (ehn moh-vee-mee-**ehn**-toh) ehs-**tah** ah oon **mahk**-see-moh.

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TASK 4

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding food chains and interaction of nonliving and living things.

Content Standard(s):

7. Understands how species depend on one another and on the environment for survival.

Benchmark(s):

(6–8) 7c. Knows ways in which species interact and depend on one another in an ecosystem (e.g., producer/consumer, predator/prey, parasite/host, relationships that are mutually beneficial or competitive).

(6–8) 7f. Knows relationships that exist among organisms in food chains and food webs.

Task Description:

The teacher asks the student to complete the food chain and answer the questions.
Part A answers:
1. (clockwise from top) sun, plant, caterpillar, bluebird, hawk (sol, planta, oruga, pájaro azul, halcón) [The student may start anywhere on the circle];
2. a = sun (sol), b = food chain (cadena alimenticia), c = food web, chains (red alimenticia, cadenas);
3. a = producers (productores), b = consumers (consumidores), c = decomposers (descomponedores), d = scavengers (animal de carroña)

Materials:

Photocopy pages 2 and 3 of this task for the student to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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Snapshot Assessment Science: Task 4 (page 2)

STUDENT WORKSHEET*

A. Complete the food chain and answer the questions.

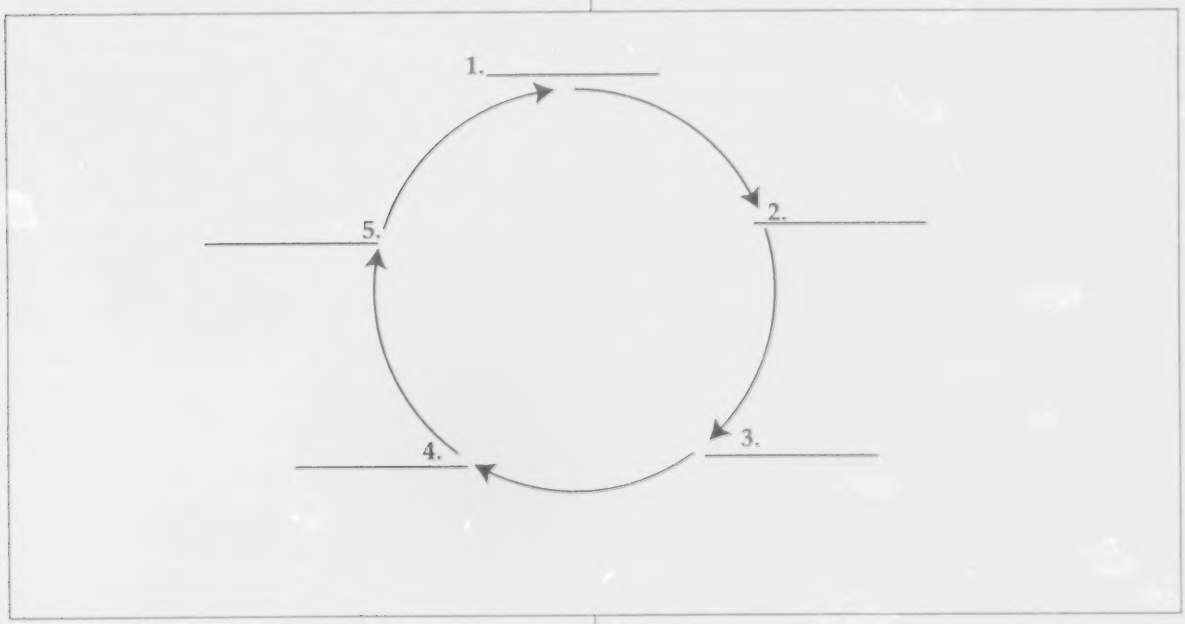
1. Make a food chain by using the items below and writing them in order on the lines on the circle below.

   a. plant
   b. hawk
   c. sun
   d. bluebird
   e. caterpillar

A. **Completa la cadena alimenticia y contesta las preguntas.**
Kohm-pleh-tah lah kah-deh-nah ah-lee-mehn-tee-see-ah ee kohn-tehs-tah lahs preh-goon-tahs.

1. **Haz una cadena alimenticia usando los objetos de abajo y escríbelos en orden en las líneas alrededor del círculo.**

   a. planta
   b. halcón
   c. sol
   d. pájaro azul
   e. oruga



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STUDENT WORKSHEET*

2. Use the following words to complete the sentences:
   food web
   chains
   sun
   food chain
   a. A food web starts with energy from the _____.
   b. The transfer of energy from one source to another in stages is called _____.
   c. A _____ is a network of food _____.

3. Use the following words to complete the sentences:
   scavengers
   consumers
   producers
   decomposers
   a. Green plants are _____ _____. They make their own food through a process called photosynthesis.
   b. Organisms that eat other organisms are called _____.
   c. Organisms that cause decay of dead organisms are called _____.
   d. Animals that remove and eat dead animals, such as vultures, hyenas, ants, and maggots are called _____.

2. **Usa las siguientes palabras para completar las oraciones:**
   red alimenticia
   cadena
   sol
   cadena(s) alimenticia(s)
   a. Una red alimenticia empieza con energía que proviene del _____.
   b. La transferencia de energía de una fuente a otra en niveles se llama _____.
   c. Una _____ es un grupo de _____alimenticias.

3. **Usa las siguientes palabras para completar las oraciones:**
   animal de carroña
   consumidores
   productores
   descomponedores
   a. Las plantas verdes son _____. Ellas procesan su propio alimento a través de un proceso llamado fotosíntesis.
   b. Organismos que se alimentan de otros organismos se llaman _____.
   c. Organismos que causan la descomposición de organismos muertos se llaman _____.
   d. Animales que remueren y comen animales muertos, como el zopilote, hienas, hormigas, y gusanos se llaman _____.

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TASK 5

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding photosynthesis, respiration, and recycling of materials through an ecosystem.

Content Standard(s):

6. Knows the general structure and functions of cells in organisms.
7. Understands how species depend on one another and on the environment for survival.
8. Understands the cycling of matter and flow of energy through the living environment.

Benchmark(s):

(6–8) 6b. Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (e.g., cell growth and division, production of materials that the cell or organism needs).

(6–8) 7b. Knows that organisms can react to internal and environmental stimuli through behavioral response (e.g., plants have tissues and organs that react to light, water, and other stimuli; animals have nervous systems that process and store information from the environment), which may be determined by heredity or from past experience.

(6–8) 8a. Knows how energy is transferred through food webs in an ecosystem (e.g., energy enters ecosystems as sunlight, and green plants transfer this energy into chemical energy through photosynthesis; this chemical energy is passed from organism to organism; animals get energy from oxidizing their food, releasing some of its energy as heat).

(6–8) 8b. Knows how matter is recycled within ecosystems (e.g., matter is transferred from one organism to another repeatedly, and between organisms and their physical environments; the total amount of matter remains constant, even though its form and location change).

Task Description:

The student uses the pictures on the following pages to answer the questions.

Part A answers: 1. c; 2. c.

Part B answers: 1. b; 2. a and c.

Part C answers: 1st, snow (nieve); 2nd, groundwater (agua subterránea); 3rd, wells (pozos); 4th, faucet (canilla); 5th, sewer (alcantarilla); 6th, river (río); 7th, evaporation (evaporación); 8th, clouds (nubes)

Materials:

The teacher should photocopy page 4 of this task for student use.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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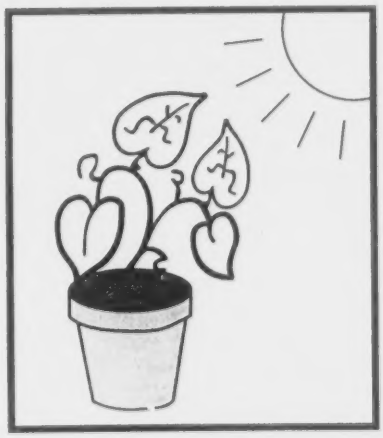
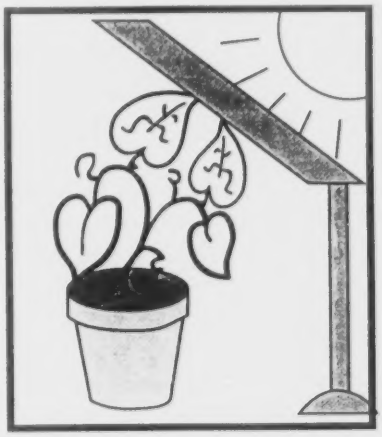
A. Read the following questions and point to the correct answers.

1. How will the color of a leaf change if we temporarily cover it with a card, blocking out all light?
   a. It will turn black.
   b. It will turn bright green.
   c. It will turn a lighter color.
   d. It will turn red.

A. **Lee las siguientes preguntas y apunta a las respuestas correctas.**
Leh-eh lahs see-gee-**ehn**-tehs preh-**goon**-tahs ee ah-**poon**-tah ah lahs rehs-poo-**ehs**-tahs koh-**rehk**-tahs.

1. **¿Cómo cambiará el color de una hoja si se le cubre temporariamente con una carta bloqueando toda la luz?**
   a. Se tornará negra.
   b. Se tornará verde brillante.
   c. Se tornará más descolorido.
   d. Se tornará roja.





2. What does the green pigment of a plant (chlorophyll) supply for the plant?
   a. water
   b. heat
   c. food
   d. space

2. **¿Qué es lo que el pigmento verde (clorofila) le provee a la planta?**
   a. agua
   b. color
   c. alimento
   d. espacio

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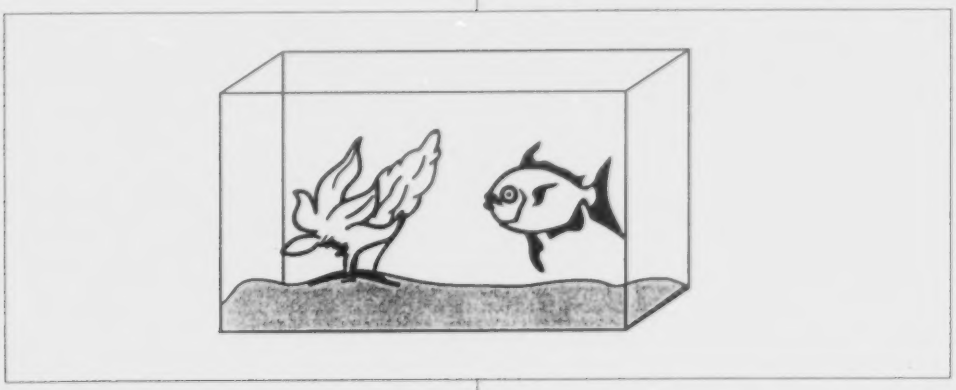
B. **Point to the correct answer(s).**



1. In the aquarium, what necessity of life is supplied by the plant for the fish?
   a. nitrogen
   b. oxygen
   c. carbon dioxide

2. What necessities of life are supplied by the fish for the plant?
   a. chlorine
   b. oxygen
   c. carbon dioxide

B. **Apunta a las respuesta(s) correcta(s).** Ah-**poon**-tah lah rehs-poo-**ehs**-tahs koh-**rehk**-tahs.

1. **¿En el acuario, que necesidad vital le provee la planta al pez?**
   a. nitrógeno
   b. oxígeno
   c. bioxido de carbón

2. **¿Qué necesidades vitales le proveen el pez a la planta?**
   a. cloro
   b. oxígeno
   c. bioxido de carbón

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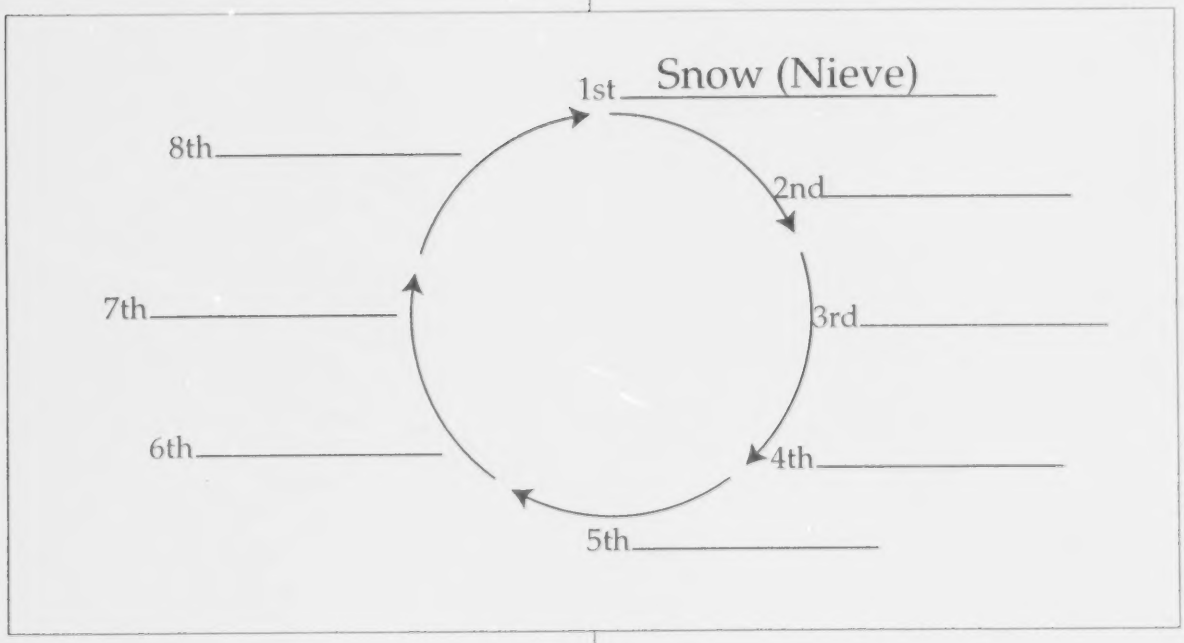
STUDENT WORKSHEET*

C. Use the following words to demonstrate the recycling of a drop of water, starting at number 1 and ending at 1.

river, snow, clouds, evaporation, faucet, sewer, wells, groundwater

C. **Usa las siguientes palabras para demostrar el reciclaje de una gota de agua empezando en el paso número uno y terminando en número uno.**
Oo-sah lahs see-gee-**ehn**-tehs pah-**lah**-brahs **pah**-rah deh-mohs-**trahr** ehl reh-seek-**lah**-heh deh **oo**-nah **goh**-tah de **ah**-goo-ah ehm-peh-**sahn**-doh ehn ehl **pah**-soh **noo**-meh-roh **oon**-oh ee tehr-mee-**nahn**-doh ehn **noo**-meh-roh **oon**-oh.

río, nieve, nubes, evaporación, canilla, alcantarilla, pozos, agua subterránea



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TASK 6

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding cells.

Content Standard(s):

6. Knows the general structure and functions of cells in organisms.

Benchmark(s):

(6–8) 6a. Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multicellular.

Task Description:

The student should answer the questions on a separate sheet of paper.
Part A answers:
1. a; 2. c; 3. d; 4. d; 5. a; 6. b
Part B answers:
a. nerve cell (célula nerviosa); b. animal cell (célula animal); c. muscle cell (célula muscular); d. plant cell (células vegetal); e. cell division—mitosis (división celular—mitosis)

Materials:

The student should be provided with pencil and paper to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
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2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
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Snapshot Assessment Science: Task 6 (page 2)

A. Point to the correct answer.

1. The covering around the cell that controls the passage of materials into and out of the cell is called
   a. the cell membrane
   b. mitochondria
   c. cytoplasm
   d. ribosomes

2. The control center of the cell is called
   a. cell membrane
   b. cytoplasm
   c. nucleus
   d. golgi bodies

3. A jellylike liquid in a cell that contains various cell structures is called
   a. nucleus
   b. mitochondria
   c. golgi bodies
   d. cytoplasm

4. The movement of particles from areas where they are more concentrated to where they are less concentrated is called
   a. respiration
   b. photosynthesis
   c. mitosis
   d. diffusion

5. What part is found in plant cells but not in animal cells?
   a. chloroplasts
   b. cytoplasm
   c. mitochondria
   d. nucleus

6. A special type of diffusion when water moves across a selectively permeable membrane:
   a. respiration
   b. osmosis
   c. photosynthesis
   d. diffusion

A. Apunta a la respuesta correcta.
Ah-**poon**-tah ah lah res-poo-**ehs**-tah koh-**rehk**-tah.

1. La cubierta alrededor de la célula que controla el pasaje de materiales para dentro y para afuera de la célula se llama
   a. la membrana celular
   b. mitocondria
   c. citoplasma
   d. ribosomas

2. El centro de control de la célula es
   a. membrana celular
   b. citoplasma
   c. núcleo
   d. aparato de golgi

3. Un líquido gelatinoso que contiene varias estructuras celulares se llama
   a. núcleo
   b. mitocondria
   c. aparato de golgi
   d. citoplasma

4. El movimiento de particulas de areas de mayor a menor concentración se llama
   a. respiración
   b. fotosíntesis
   c. mitosis
   d. defusión

5. ¿Qué partes se encuentran en células vegetales pero no en células animales?
   a. cloroplastos
   b. citoplasma
   c. mitocondria
   d. núcleo

6. Un tipo especial de difusión de agua a través de una membrana permiable:
   a. respiración
   b. ósmosis
   c. fotosíntesis
   d. difusión

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B.

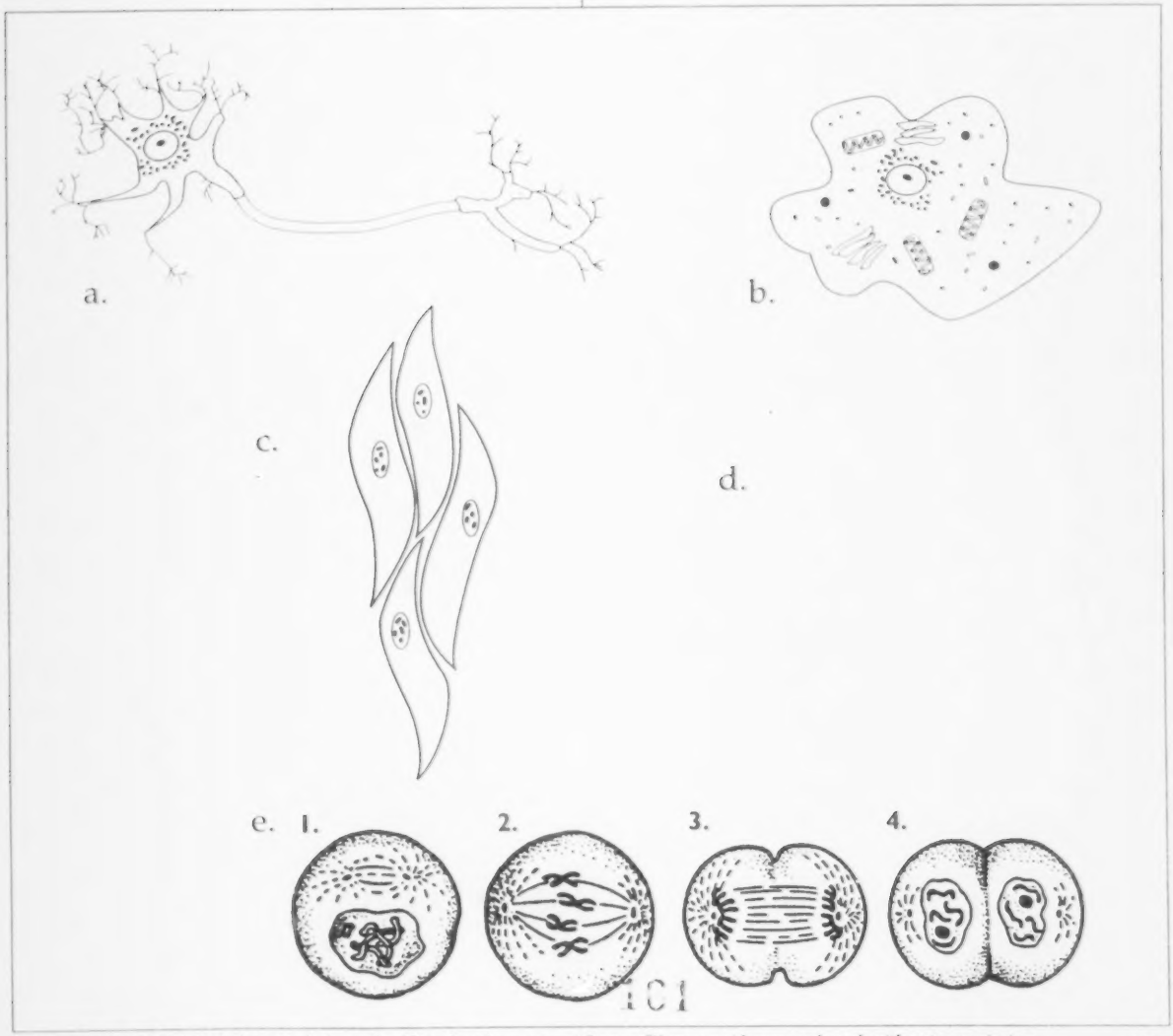
1. Match the following terms to identify various cell types.

_____ i. animal cell
_____ ii. plant cells
_____ iii. muscle cells
_____ iv. nerve cell
_____ v. cell division—mitosis

B.

1. **Corresponde los siguientes terminos para identificar los diferentes tipos de células.**
Kohr-rehs-**pone**-deh lohs see-gee-**ehn**-tehs tehr-**mee**-nohs **pah**-rah ee-dehn-tee-fee-**kar** lohs dee-fehr-**ehn**-tehs **tee**-pohs deh **seh**-lu-lahs.

_____ i. célula animal
_____ ii. células vegetal
_____ iii. célula muscular
_____ iv. célula nerviosa
_____ v. división celular—mitosis



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TASK 7

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding human body systems and disease.

Content Standard(s):

6. Knows the general structure and functions of cells in organisms.

Benchmark(s):

(6–8) 6c. Knows the levels of organization in living systems, including cells, tissues, organs, organ systems, whole organisms, and ecosystems, and the complementary nature of structure and function at each level.

(6–8) 6d. Knows that multicellular organisms have a variety of specialized cells, tissues, organs, and organ systems that perform specialized functions (e.g., digestion, respiration, reproduction, circulation, excretion, movement, control and coordination, protection from disease).

(6–8) 6e. Knows that disease in organisms can be caused by intrinsic failures of the system or infection by other organisms.

Task Description:

The student should be asked to write responses to the questions.
Part A answers: 1. e; 2. d; 3. g; 4. b; 5. f; 6. c; 7. a
Part B answers: 1. disease, diet, communicable, microbes, carrier (enfermedad, dieta, transmitibles, microbios, portador) 2. nervous (nervioso)—6; digestion (digestivo)—2; respiratory (respiratorio)—1; skeletal (esqueleto)—7; muscular (muscular)—3; circulatory (circulatorio)—4; integumentary (integumentario)—5; 3. N,C,C,N,N,N,C,C (N, T, T, N, N, N, T, T)

Materials:

The teacher should photocopy pages 2 and 3 of this task for student use.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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Snapshot Assessment Science: Task 7 (page 2)

STUDENT WORKSHEET*

A. Match the body system with a major component.

_____ 1. Circulatory
_____ 2. Digestive
_____ 3. Excretory
_____ 4. Nervous
_____ 5. Respiratory
_____ 6. Muscular/skeletal
_____ 7. Integumentary

a. skin
b. brain
c. femur
d. stomach
e. heart
f. lungs
g. kidney

B. Diseases and their causes

1. Use the words below to fill in the blanks.

carrier *disease*
communicable *microbes*
diet

Health problems can result from _____, poor _____, inheritance, or accidents. Diseases passed from one person to another are_____diseases and are caused by _____. A _____ shows no symptoms of a disease.

A. Empareja las partes del cuerpo con un componente principal.
Ehm-pah-**reh**-hah lahs **pahr**-tehs dehl koo-**ehr**-poh kohn oon kohm-poh-**nehn**-teh preen-see-**pahl**.

_____ 1. Circulatorio
_____ 2. Digestivo
_____ 3. Excretorio
_____ 4. Nervioso
_____ 5. Respiratorio
_____ 6. Muscular/esquelético
_____ 7. Integumentario

a. piel
b. cerebro
c. fémur
d. estómago
e. corazón
f. pulmones
g. riñón

B. Enfermedades y sus causas

1. **Usa las palabras de abajo para completar los espacios en blanco.**
Oo-sah lahs pah-**lah**-brahs deh ah-**bah**-ho **pah**-rah kohm-pleh-**tahr** lohs ehs-pah-**see**-ohs ehn **blahn**-koh.

portador *enfermedad*
transmitibles *microbios*
dieta

Problemas de salud pueden ser el resultado de_____ una _____ deficiente, herencia, o accidentes. Enfermedades que se transmiten de una persona a otra son enfermedades _____ y son causadas por _____. Un _____ no muestra síntomas de una enfermedad.

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STUDENT WORKSHEET*

2. Match the disease or disorder with the system it is associated with.

_____ Nervous
_____ Digestion
_____ Respiratory
_____ Skeletal
_____ Muscular
_____ Circulatory
_____ Integumentary

a. asthma
b. ulcer
c. muscular dystrophy
d. heart attack
e. acne
f. epilepsy
g. osteoporosis

3. Write the letter C if the disease listed is communicable. Write the letter N if the disease is noncommunicable.

_____ arthritis
_____ AIDS
_____ common cold
_____ heart attack
_____ cancer
_____ emphezema
_____ flu
_____ cold sores

2. Empareja la enfermedad que está asociada con el sistema.
Ehm-pah-**reh**-hah lah ehn-fehr-meh-**dahd** kay ehs-**tah** ah-so-see-**ah**-dah kohn ehl sees-**teh**-mah.

_____ Nervioso
_____ Digestivo
_____ Respiratorio
_____ Esqueleto
_____ Múscular
_____ Circulatorio
_____ Integumentareo

a. asma
b. úlcera
c. distrófea muscular
d. ataque cardíaco
e. acné
f. epilepcia
g. osteoporosis

3. **Escribe la letra T, si la enfermedad es transmitible. Escribe la letra N, si la enfermedad es non-transmitible.**
Ehs-**cree**-beh lah **leh**-trah **tay**, see lah ehn-fehr-meh-**dahd** ehs trahns-mee-**tee**-blay. Ehs-**cree**-beh lah **leh**-tra **eh**-nah, see lah ehn-fehr-meh-**dahd** ehs nohn-trahns-mee-**tee**-blay.

_____ artritis
_____ SIDA
_____ resfriado común
_____ ataque cardíaco
_____ cancer
_____ enficema
_____ influenza
_____ ampollas

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TASK 8

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding cell division, chromosomes and genes, and changes over time.

Content Standard(s):

5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next.
6. Knows the general structure and functions of cells in organisms.
9. Understands the basic concepts of the evolution of species.

Benchmark(s):

(6–8) 5c. Knows that the characteristics of an organism can be described in terms of a combination of traits; some traits are inherited and others result from interactions with the environment.

(6–8) 5d. Knows that hereditary information is contained in genes (located in the chromosomes of each cell), each of which carries a single unit of information; an inherited trait of an individual can be determined by either one or many genes, and a single gene can influence more than one trait.

(6–8) 6b. Knows that cells convert energy obtained from food to carry on the many functions needed to sustain life (e.g., cell growth and division, production of materials that the cell or organism needs).

(6–8) 9b. Knows basic ideas related to biological evolution (e.g., diversity of species is developed through gradual processes over many generations; biological adaptations, such as changes in structure, behavior, or physiology, allow some species to enhance their reproductive success and survival in a particular environment).

Task Description:

The student should be asked to respond to the questions. The answers are as follows:
Part A answers: week 4 (semana 4)
Part B answers: 1. d; 2. b
Part C answers: 1. e

Materials:

The student uses the pictures and questions to complete the task. The student should use a separate piece of paper to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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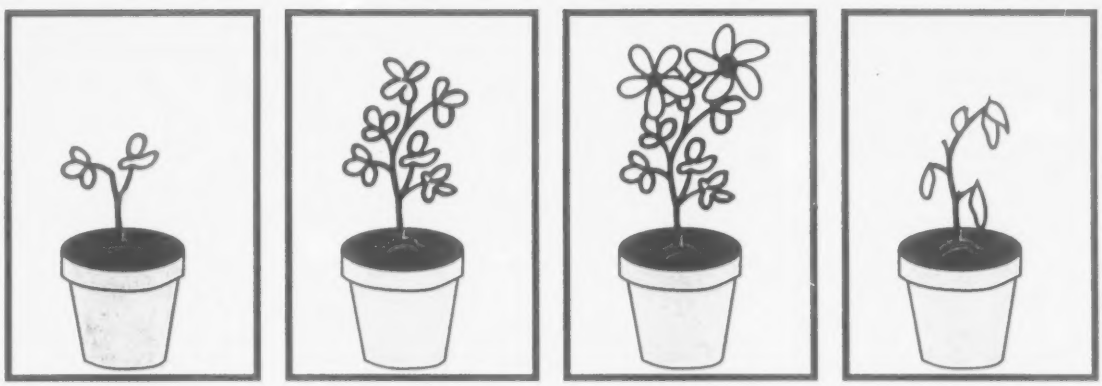
A.

1. Which picture illustrates a plant *not* involved in cell division?

A.

1. **¿Qué dibujo ilustra una planta en la cual *no* hay una división de células?**

   Keh dee-**boo**-hoh ee-**loos**-trah oo-nah **plahn**-tah ehn lah coo-**ahl** noh **ah**-ee **oo**-nah dee-bee-see-**ohn** deh **sehl**-oo-lahs?



B.

1. Sue has curly hair and freckles and is left-handed. Point to the sentence (below) that describes what caused these traits.

   a. The climate and country in which she lives.
   b. How she was taught or trained.
   c. Her desire to have curly hair and freckles.
   d. She inherited these traits.

B.

1. Susana tiene pelo rizado, y pecas y es zurda. Apunta a la frase de abajo que describe lo que causó estos rasgos.

   a. El clima y el país donde ella vive.
   b. La manera en que ella fue educada o entrenada.
   c. Su deseo de tener pelo rizado y pecas.
   d. Ella los heredó estos rasgos.

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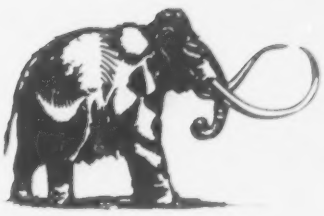
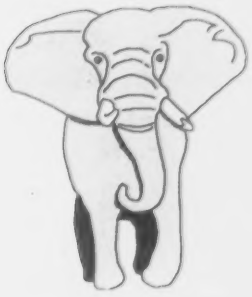
2. In human cells, we find 46 (23 pairs) of these objects. What are they?
   a. molecules
   b. chromosomes
   c. cells
   d. vacuoles

2. En las células humanas, encontramos 46 (23 pares) de estos materiales. ¿Cuáles són?
   a. moléculas
   b. cromosomas
   c. células
   d. vacuolas



Mastodon
Mastodonte

Woolly Mammoth
Mamut



Elephant
Elefante

C.

1. These animals are related. Which of the following could have caused them to change over time?
   a. change in temperature (environment)
   b. accidental change in their inheritance
   c. change in amount of food available
   d. competition from other animals
   e. all of the above

C.

1. Estos animales se relacionan. ¿Cuál de lo siguente podría haber sido la causa de su cambio a través del tiempo?
   a. un cambio en temperatura (medio ambiente).
   b. cambio accidental en su herencia.
   c. cambio en la cantidad de comida disponible.
   d. competencia con otros animales.
   e. Todas las de arriba.

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TASK 9

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding composition of Earth and processes that shape it.

Content Standard(s):

2. Understands basic Earth processes.

Benchmark(s):

(6–8) 2b. Knows that sedimentary, igneous, and metamorphic rocks contain evidence of the minerals, temperatures, and forces that created them.

(6–8) 2e. Knows how land forms are created through a combination of constructive and destructive forces (e.g., constructive forces such as crustal deformation, volcanic eruptions, and deposition of sediment; destructive forces such as weathering and erosion).

Task Description:

In Part A the teacher asks the student to point to all the minerals, rocks, and soils (identified in the boxes). Part A answers:
minerals = quartz, lead; rocks = granite, shale, petrified wood; soils = silt, clay, sand
minerales = cuarzo, plomo; rocas = granito, pizarra, madera petrificada; suelo = arena, barro, arcilla
In Part B, the student is asked to point to the answers to the questions. Part B answers:
1. c; 2. a; 3. c
In Part C the student is asked to match the natural event to the cause and answer the questions. Part C answers:
1. 1 = b, 2 = d, 3 = c, 4 = a; 2. b; 3. b; 4. c

Materials:

No additional materials beyond the task are required. The teacher should photocopy page 4 of this task for the student to use in part C.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A.

1. Point to two minerals.

2. Point to two rocks.

3. Point to two soils.

a. Sand

b. Granite (a mixture of feldspar, mica, quartz, and others)

c. Clay

d. Shale (primarily a mixture of feldspar, quartz, mica, and others)

e. Petrified wood (a mixture of quartz and others)

f. Quartz

g. Silt

h. Lead

A.

1. **Apunta a dos minerales.**
Ah-**poon**-tah ah dohs mee-neh-**rahl**-ehs.

2. **Apunta a dos rocas.**
Ah-**poon**-tah ah dohs **roh**-kahs.

3. **Apunta a dos suelos.**
Ah-**poon**-tah ah dohs soo-**eh**-loh.

a. Arena

b. Granito (una mescla de feldespato, mica, cuarzo, y otros)

c. Barro

d. Pizarra (primariamene una mescla de mescla de feldespato, cuarzo, mica, y otros)

e. Madera Petrificada

f. Cuarzo

g. Arcilla

h. Plomo

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B. Point to the correct answer.

1. Choose a way minerals can be formed.
   a. through freezing and thawing
   b. through erosions
   c. through a chemical reaction

2. Choose a way rocks can be formed.
   a. through volcanic activity
   b. through mining
   c. through freezing water into blocks of ice

3. Choose a way soils can be formed.
   a. through melting rock
   b. through a chemical reaction
   c. through erosion

B. Apunta a las respuesta correcta.
Ah-**poon**-tah lahs rehs-poo-**eh**-tahs koh-**rehk**-tah.

1. Escoge una manera en que los minerales pueden formarse.
   a. a través de congelamiento y descongelamiento
   b. a través de erosión
   c. a través de una reacción química

2. Escoge una manera en que las rocas pueden formarse.
   a. a través de actividad volcanica
   b. a través de minería
   c. a través del congelamiento de agua en bloques de hielo

3. Escoge una manera en que los suelos pueden formarse.
   a. a través del derretimento de rocas
   b. a través de una reacción químeca
   c. a través de la erosión

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STUDENT WORKSHEET*

C.

1. Match the natural event with a cause.

Natural Events

_____ 1. volcano
_____ 2. earthquake
_____ 3. landslide
_____ 4. glaciers

Causes

a. a huge body of accummulated snow in motion
b. magma under extreme pressure bursting through the Earth's crust
c. heavy rains on a mountain
d. sudden movement of rock layers due to movement of tectonic plates

C.

1. **Empareja el evento natural con su causa.**
Ehm-pah-**reh**-hah ehl eh-**vehn**-toh nah-too-**rahl** kohn soo **kow**-sah.

Eventos Naturales

_____ 1. volcán
_____ 2. terremoto
_____ 3. avalancha de tierra
_____ 4. glaciares

Causas

a. una gran masa de nieve acumulada en moción
b. magma bajo presión extrema brotando a travéz de la corteza terrestre
c. lluvias fuertes en una montaña
d. el movimiento repentino de capas de rocas debido al movimiento de plato tectónicos

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2. Where would a volcano be likely to occur?
   a. in the middle of the desert
   b. where two plates of the Earth's crust collide
   c. in the middle of a tectonic plate

3. Where would an earthquake be likely to occur?
   a. in the middle of the desert
   b. where two plates of the Earth's crust collide
   c. in the middle of a tectonic plate

4. Where would a glacier be likely to occur?
   a. in the tropics
   b. in the desert
   c. in the arctic

2. ¿Dónde podría más probablemente formarse un volcán?
   a. en medio de un desierto
   b. en donde chocan dos platos de la corteza terrestre
   c. en medio de un plato tectónico

3. ¿Dónde podría más probablemente ocurrir un terremoto?
   a. en medio de un desierto
   b. en donde chocan dos platos de la corteza terrestre
   c. en medio de un plato tectónico

4. ¿Dónde podría más probablemente ocurrir un glaciar?
   a. en los trópicos
   b. en el desierto
   c. en el ártico

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TASK 10

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding weather.

Content Standard(s):

1. Understands basic features of the Earth.
11. Understands energy types, sources, and conversions, and their relationship to heat and temperature.

Benchmark(s):

(6–8) 1f. Knows factors that can impact the Earth's climate (e.g., changes in the composition of the atmosphere; changes in ocean temperature; geological shifts such as meteor impacts, the advance or retreat of glaciers, or a series of volcanic eruptions).

(6–8) 1d. Knows ways in which clouds affect weather and climate (e.g., precipitation, reflection of light from the Sun, retention of heat energy emitted from the Earth's surface).

(6–8) 11d. Knows that heat can be transferred through conduction, convection, and radiation; heat flows from warmer objects to cooler ones until both objects reach the same temperature.

Task Description:

The teacher uses the picture and the questions on the following pages for this task. The student is asked to point to the different pressure systems and things that affect the weather.

Part A answers: 1. b; 2. c; 3. a; 4. b

Part B answers: 1. c, d, f, h, and i

Part C answers: 1. b, c, and f

Materials:

The student uses the picture and questions on the following pages for this task.

Scoring:

(Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A.

1. Point to the city that is experiencing a low pressure system.
   a. San Francisco
   b. Kansas City
   c. Miami

2. Point to the city that is experiencing a high pressure system.
   a. El Paso
   b. Minneapolis
   c. Miami

A.

1. **Apunta a la ciudad que está experimentando una presión baja.** Ah-**poon**-tah ah lah see-oo-**dahd** keh ehs-**tah** ehks-pehr-ee-mehn-**tahn**-doh **oon**-ah preh-see-**ohn bah**-hah.
   a. San Francisco
   b. Kansas City
   c. Miami

2. **Apunta a la ciudad que está experimentando una presión alta.** Ah-**poon**-tah ah lah see-oo-**dahd** ehs-**tah** ehks-pehr-ee-mehn-**tahn**-doh **oon**-ah preh-see-**ohn ahl**-tah.
   a. El Paso
   b. Minneapolis
   c. Miami

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3. If it is snowing in Billings, Montana today, point to what will happen with the weather tomorrow.
   a. snow tomorrow
   b. sunny and clear
   c. get 20° cooler

4. Point to what you should do in winter, if a low pressure system is moving into your area:
   a. You should prepare for warmer weather.
   b. You should prepare for cooler temperatures and precipitation.
   c. You should expect the same weather.

B.

1. Point to *all* things that affect the weather from the following list.

   a. phase of the moon

   b. changing tides

   c. humidity

   d. air pressure

   e. earthquake

   f. wind

   g. mud slide

   h. temperature

   i. altitude

3. **Si hoy está nevando en Billings, Montana, Apunta a como será el clima mañana.**
   See **oh**-ee ehs-**tah** neh-**vahn**-doh en Billings, Montana, ah-**poon**-tah **koh**-moh seh-rah ehl **klee**-mah mahn-**yah**-nah.
   a. mañana nevará
   b. claro y asoleado
   c. se pondrá 20° más fresco

4. **Apunta a lo que harías en el invierno si una presión baja esta moviéndose en su área.**
   Ah-**poon**-tah ah loh keh ah-**ree**-ahs ehn ehl een-vee-**ehr**-noh see **oon**-ah preh-see-**ohn bah**-hah **ehs**-tah moh-vee-**ehn**-doh-seh ehn soo **ah**-reh-ah.
   a. Debes alistarte para un clima más caliente.
   b. Debes alistarte para una temperatura más fresca y precipitación.
   c. Debes esperar el mismo clima.

B.

1. **Apunta a *todas* las cosas de abajo que afectan el clima.**
   Ah-**poon**-tah ah **toh**-dahs lahs **koh**-sahs deh ah-**bah**-hoh key ah-fehk-**tahn** ehl **klee**-mah.

   a. faces de la luna

   b. el cambio de la marea

   c. humedad

   d. presión del aire

   e. terremotos

   f. viento

   g. avalancha de lodo

   h. temperatura

   i. altitud

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C.

1. Point to three major ways heat is spread through the atmosphere.

   a. ventilation

   b. radiation

   c. conduction

   d. volcanic activity

   e. altitude

   f. convection

   g. composition

C.

1. **Apunta a las tres maneras más importantes como el calor se esparce a través de la atmósfera.**
   Ah-**poon**-tah ah lahs trehs mah-**neh**-rahs mahs eem-pohr-**tahn**-tehs **koh**-moh ehl kah-**lohr** seh ehs-**pahr**-seh ah trah-**vehs** deh lah aht-**mohs**-feh-rah.

   a. ventilación

   b. radiación

   c. conducción

   d. actividad volcánica

   e. altitud

   f. convección

   g. composición

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TASK 11

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding the oceans.

Content Standard(s):

1. Understands basic features of the Earth.

Benchmark(s):

(6–8) 1f. Knows factors that can impact the Earth's climate (e.g., changes in the composition of the atmosphere; changes in ocean temperature; geological shifts such as meteor impacts, the advance or retreat of glaciers, or a series of volcanic eruptions).

(6–8) 1i. Knows that the Sun is the principal energy source for phenomena on the Earth's surface (e.g., winds, ocean currents, the water cycle, plant growth).

(6–8) 1h. Knows the properties that make water an essential component of the Earth system (e.g., its ability to act as a solvent, its ability to remain a liquid at most Earth temperatures).

Task Description:

The teacher uses the questions on the following pages for this task.

Part A answers:

1. a, b, c, e, g
2. Atlantic, Pacific, Indian, Arctic
3. b, d, e
4. b
5. a

Materials:

The student uses the questions on the following pages for this task. The student should be provided with paper and pencil for part A, 1 and 2 for this task or can answer directly to the teacher.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A.

1. Pick from the list all the things that are characteristics of oceans.
   a. tides
   b. salt
   c. cover ¾ of the Earth's surface
   d. highest mountains on earth
   e. contain lowest places in earth's crust
   f. fresh water
   g. whales

2. Name the four oceans.

B.

3. Choose *all* the things associated with warm water currents from the list below.
   a. the currents move toward the Equator
   b. the currents move away from the Equator
   c. the land near the currents has a cold climate
   d. the land near the currents has a warm climate
   e. the air temperature over the current is warm
   f. the air temperature over the current is cold

A.

1. **De la lista de abajo escoge las características de los océanos.**
   Deh lah **lees**-tah deh ah-**bah**-hoh ehs-**koh**-heh lahs kah-rahk-teh-**rees**-tee-kahs deh lohs oh-**seh**-ah-nohs.
   a. mareas
   b. sal
   c. cubre ¾ de la superficie terrestre
   d. las montañas más altas de la tierra
   e. contiene los lugares más bajos en la corteza terrestre
   f. agua fresca
   g. ballenas

2. **Nombre los cuatro océanos.**
   Nohm-breh lohs koo-**ah**-troh oh-**seh**-ah-nohs.

B.

3. **Escoge *todas* las cosas asociadas con las corrientes cálidas de la lista de abajo:**
   Ehs-**koh**-heh **toh**-thahs lahs **koh**-sahs ah-soh-see-**ah**-thahs kohn lahs kohr-ee-**ehn**-tehs **kah**-lee-thahs deh lah **lees**-tah deh ah-**bah**-hoh
   a. las corrientes se mueven hacía el Ecuador
   b. las corrientes se mueven fuera del Ecuador
   c. la tierra cerca de las corrientes cálidas tiene un clima frío
   d. La tierra cerca de las corrientes cálidas tiene un clima calurosa
   e. la temperatura del aire sobre la corriente es calurosa
   f. la temperatura del aire sobre la corriente es fría

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4. What type of current is the Gulf Stream? Choose the correct answer.

   a. cold water current
   b. warm water current
   c. surface current

5. What type of current is the California Current? Choose the correct answer.

   a. cold water current
   b. warm water current
   c. surface current

4. **¿Qué tipo de corriente es el Corriente del Golfo de México? Escoge la respuesta correcta.**
   Keh **tee**-poh deh kohr-ee-**ehn**-teh ehs ehl kohr-ee-**ehn**-teh dehl **gohl**-foh deh **meh**-hee-koh? Ehs-**koh**-heh lah rehs-poo-**ehs**-tah kohr-**ehk**-tah.

   a. corriente del agua fría
   b. corriente del agua cálida
   c. corriente de la superficie

5. **¿Qué típo de corriente es el Corriente de California? Escoge la respuesta correcta.**
   Keh **tee**-poh deh kohr-ee-**ehn**-teh ehs ehl kohr-ee-**ehn**-teh de California? Ehs-**koh**-heh lah rehs-poo-**ehs**-tah kohr-**ehk**-tah.

   a. corriente del agua fría
   b. corriente del agua cálida
   c. corriente de la superficie

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TASK 12

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding the structure, interaction and composition of the solar system.

Content Standard(s):

3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it.

Benchmark(s):

(6–8) 3b. Knows characteristics and movement patterns of the nine planets in our Solar System (e.g., planets differ in size, composition, and surface features; planets move around the Sun in elliptical orbits; some planets have moons, rings of particles, and other satellites orbiting them).

(6–8) 3d. Knows that gravitational force keeps planets in orbit around the Sun and moons in orbit around the planets.

(6–8) 3f. Knows how the regular and predictable motions of the Sun and Moon explain phenomena on Earth (e.g., the day, the year, phases of the Moon, eclipses, tides, shadows).

Task Description:

The teacher uses the question on the following page for this task.
Part A answers: 1. a, b, c, d, h; 2. b
Part B answers: 1. a; 2. c; 3. c

Materials:

The student should be provided with pencil and paper for part B of the task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A.

1. Point to four components from below that are major elements of our solar system.

   a. planets

   b. moons

   c. asteroids

   d. star

   e. nova

   f. galaxy of Andromeda

   g. black hole

   h. meteors

2. Point to a gaseous component of the solar system.

   a. Earth's moon

   b. Sun

   c. asteroid

A.

1. **Apunta a cuatro componentes de abajo que son elementos importantes en nuestro sistema solar.**
   Ah-**poon**-tah ah koo-**ah**-troh kohm-pohn-**ehn**-tehs deh ah-**bah**-hoh keh sohn ehl-eh-**mehn**-tohs eem-pohr-**tahn**-tehs ehn noo-**ehs**-troh sees-**teh**-mah soh-**lahr**.

   a. planetas

   b. lunas

   c. asteroides

   d. estrella

   e. novas

   f. la galáxia Andromeda

   g. aguajero negro

   h. meteoros

2. **Apunta a un componente gaseosos del sistema solar.**
   Ah-**poon**-tah ah oohn kohm-pohn-**ehn**-tehs gahs-eh-**oh**-sohs dehl sees-**teh**-mah soh-**lahr**.

   a. la luna de la Tierra

   b. sol

   c. asteroide

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B. Point to the correct answers to the following questions.

1. Why do the planets revolve around the Sun and not fly off into space?

   a. gravity

   b. centrifugal force

   c. because planets need sunlight

2. What causes the seasons on Earth?

   a. Earth's orbital distance is farther from the Sun in Winter and closer in Summer.

   b. Days are longer in summer and shorter in winter.

   c. The axis of the Earth is tilted toward the Sun in summer and tilted away in winter.

3. What causes day and night on Earth?

   a. because at night the moon comes between the Earth and the Sun

   b. the orbit of the Earth around the Sun

   c. the rotation of the Earth every 24 hours

B. Apunta a las respuestas correctas para las siguientes preguntas.
Ah-**poon**-tah ah lahs rehs-poo-**ehs**-tahs koh-**rehk**-tahs pah-rah lahs see-gee-**ehn**-tehs preh-**goon**-tahs.

1. ¿Por qué los planetas giran alrededor del sol y no se salen de la órbita?

   a. gravedad

   b. fuerza centrífuga

   c. porque los planetas necesitan la luz solar

2. ¿Qué causa las estaciones del año?

   a. la distancia orbital de la Tierra es más lejana en el invierno y más cerca en el verano.

   b. porque los días son más largos en el verano y más cortos en el invierno

   c. el eje de la tierra está inclinado hacía el sol en el verano e inclinado fuera del sol en el invierno.

3. ¿Qué causa el día y la noche en la Tierra?

   a. porque en la noche se interpone entre la Tierra y el Sol

   b. la órbita de la Tierra alrededor del Sol

   c. la rotación de la Tierra cada 24 horas

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TASK 13

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding renewable and non-renewable resources and the use of technology to solve community problems.

Content Standard(s):

16. Understands the scientific enterprise.

Benchmark(s):

(6–8) 16f. Knows ways in which science and society influence one another (e.g., scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others, and the environment; societal challenges often inspire questions for scientific research; social priorities often influence research priorities through the availability of funding for research).

Task Description:

The teacher uses the questions on the following pages for this task.

Part A answers:
1. c; 2. forest (bosque); corn (maiz); air (aire); salt (sal); water (agua)

Part B answers:
1. b and c; 2. a, b, d, and e

Materials:

The student should be provided with paper and pencil for Parts A and B if the teacher wants students to write their answers instead of pointing to the answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task, the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task, the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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A.

1. Point to which is the best definition of a non-renewable resource.

   a. a useful material that can be replaced easily
   b. a useful man-made material that can be recycled
   c. a useful material that is not easily replaced

2. Point to the renewable resources.

a. forest	e. gold
b. corn	f. salt
c. air	g. water
d. gasoline	h. coal

A.

1. **Apunta a cuál es la mejor definición de un recurso no-renovable.**
   Ah-**poon**-tah ah koo-**ahl** ehs lah meh-**hohr** deh-fee-nee-see-**ohn** deh oon reh-**koor**-soh noh reh-noh-**vahb**-leh.

   a. un material útil que puede ser reemplazado facilmente
   b. un material artificial útil que puede ser reciclado
   c. un material útil que no es facilmente reemplazado

2. **Apunta a los recursos renovables.**
   Ah-**poon**-tah ah lohs reh-**koor**-sohs reh-noh-**vahb**-lehs.

a. bosque	e. oro
b. maiz	f. sal
c. aire	g. agua
d. gasoline	h. carbón

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B. Read the following and point to *all* the correct answers.

1. A city has a landfill/trash dump that is filling up too fast. From the list below, point to ***all*** the ecological ways the city can use technology to solve the problem.

   a. burn the trash in open fires
   b. use trash compactors
   c. establish a recycling program
   d. throw the trash in the river

2. Juanita has high heating bills in her house. From the list below, point to *all* the ways that she can solve her problem using technology.

   a. add insulation to walls and windows
   b. use a computerized thermostat
   c. turn on the stove
   d. add windows to collect heat from the sun
   e. add more electric space heaters

B. Lee lo siguiente y apunta a *todas* las respuestas correctas.
Leh-eh loh see-gee-**ehn**-teh ee ah-**poon**-tah ah toh-dahs lahs rehs-poo-**ehs**-tahs kohr-**ehk**-tahs.

1. Una ciudad tiene un basurero que se está llenando muy rápido. De la lista abajo, apunta a ***todas*** las maneras ecologicas en que la ciudad puede usar tecnología para resolver el problema.

   a. quemar la basura al aire libre
   b. usar compactadores de basura
   c. establecer un programa de reciclaje
   d. tirar la basura en el río

2. Juanita recibe cuentas de calefacción muy altas en su casa. De la lista abajo, apunta a ***todas*** las maneras en que ella puede solucionar su problema usando tecnología.

   a. insular más las paredes y ventanas
   b. usar un termostato eléctrico
   c. encender la estufa
   d. instalar más ventanas para colectar más calor del sol
   e. instalar más calentadores electricos

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TASK 14

Snapshot Assessment Science: Grades 7–8

Task Target: Understanding controlled experiments.

Content Standard(s):

15. Understands the nature of scientific inquiry.

Benchmark(s):

(6–8) 15a. Knows that there is no fixed procedure called "the scientific method," but that investigations involve systematic observations, carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypotheses and explanations.

(6–8) 15h. Knows that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists (e.g., reviewing experimental procedures, examining evidence, identifying faulty reasoning, identifying statements that go beyond the evidence, suggesting alternative explanations).

(6–8) 15d. Uses appropriate tools (including computer hardware and software) and techniques to gather, analyze, and interpret scientific data.

Task Description:

The teacher uses the questions on the following pages for this task.
Part A answers: 1. b. (sun); 2. a

Materials:

The student should be provided with paper and pencil for this task if the teacher wants the student to write the answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task, the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task, the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

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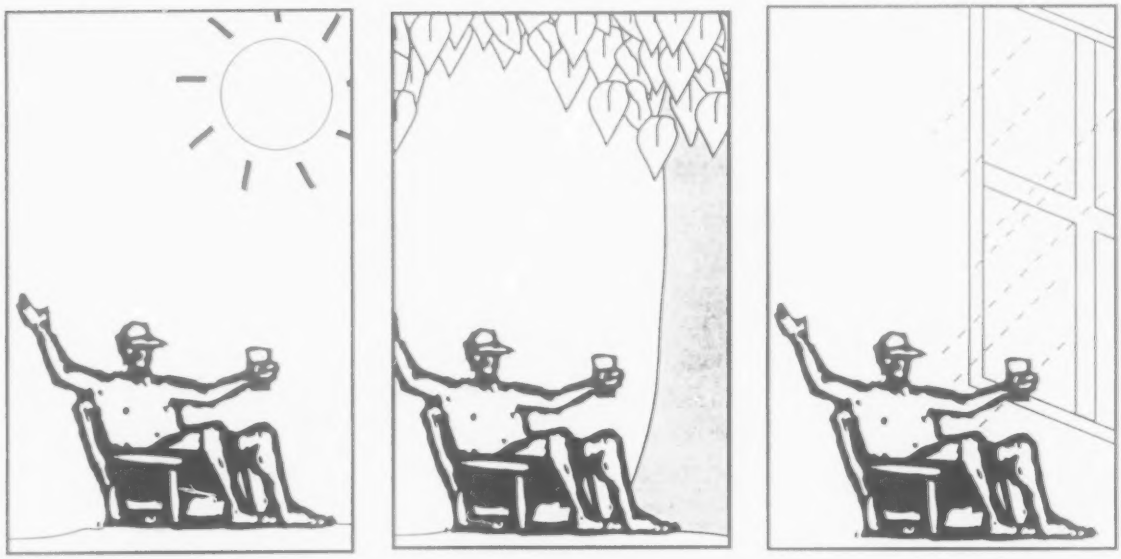
A.

1. Point to the variable being controlled.
   a. temperature
   b. sunlight
   c. water
   d. fertilizer

A.

1. **Apunta a la variable que es el control.**
   Ah-**poon**-tah ah lah vah-ree-**ah**-bleh keh ehs ehl kohn-**trohl**.
   a. temperatura
   b. la luz del sol
   c. agua
   d. fertilizante



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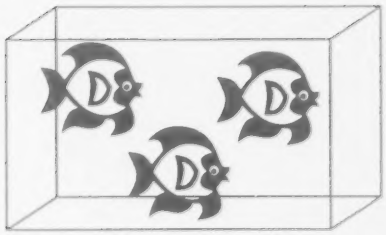
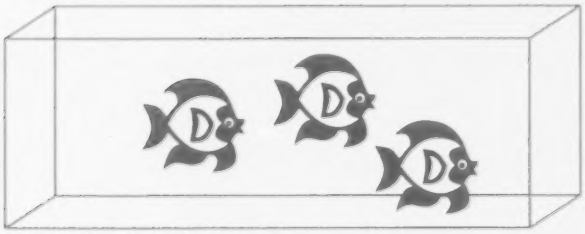
2. There are 3 fish of the same size in each of the tanks below. You want to know if the bigger tank will help the fish grow bigger. Point to the picture that shows the control group.

2. **Hay tres peces de un mismo tamaño en cada de los tanques abajo. Tú quieres saber si entre más grande es el tanque los peces crecerán más grandes. Apunta a cuál dibujo muestra el grupo control.**
Ah-ee trehs **peh**-sehs deh oon **mees**-moh tah-**mahn**-yoh ehn **cah**-dah deh lohs **tahn**-kehs ah-bah-hoh. Too kee-**eh**-rehs sah-**behr** see **ehn**-treh mahs **grahn**-deh ehs ehl **tahn**-keh lohs **peh**-sehs kreh-seh-**rahn** mahs **grahn**-dehs. Ah-**poon**-tah ah koo-**ahl** dee-**boo**-hoh moo-**ehs**-trah ehl **groo**-poh kohn-**trohl**.

a.



b.



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STUDENT PROFICIENCY CHECKLIST

Student name _____ Grade Level _____ Teacher: _____

TASK	ASSESSMENT TARGET	PROFICIENCY✓	COMMENTS
Task 1	A. Vocabulary Fluency	0 1 2 3	
	B. Reading Fluency	0 1 2 3	
Task 2	A. Technical Writing	0 1 2 3	
Task 3	A. Revising and Editing Writing	0 1 2 3	
	B. Understanding Paragraphs	0 1 2 3	
Task 4	A. Parts of Speech	0 1 2 3	
	B. Pronouns	0 1 2 3	
	C. Tense	0 1 2 3	
	D. Subject-Verb Agreement	0 1 2 3	
Task 5	A. Punctuation	0 1 2 3	
	B. Possessives	0 1 2 3	
	C. Sentence Types	0 1 2 3	
Task 6	A. Oral Spelling	0 1 2 3	
	B. Written Spelling	0 1 2 3	

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STUDENT PROFICIENCY CHECKLIST

Student name _____ Grade Level _____ Teacher: _____

TASK	ASSESSMENT TARGET	PROFICIENCY✔	COMMENTS
Task 1	A. Understanding Integers	0 1 2 3	
	B. Understanding Exponents	0 1 2 3	
	C. Understanding Square Roots	0 1 2 3	
Task 2	A. Ordering Sets of Numbers	0 1 2 3	
	B. Place Values and Rounding	0 1 2 3	
Task 3	A. Understanding Factors	0 1 2 3	
	B. Greatest Common Factors and Least Common Multiples	0 1 2 3	
Task 4	A. Understanding Fractions	0 1 2 3	
	B. Understanding Decimals	0 1 2 3	
	C. Understanding Percents	0 1 2 3	
	D. Understanding Ratios	0 1 2 3	
Task 5	A. Understanding and Analyzing Patterns	0 1 2 3	
Task 6	A. Analyzing Functional Relationships	0 1 2 3	
Task 7	A. Understanding Linear Equations	0 1 2 3	
Task 8	A. Constructing Data Displays	0 1 2 3	
	B. Understanding Measures of Central Tendency	0 1 2 3	

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Task 9	A. Evaluating Arguments Based on Statistical Claims	0 1 2 3	
	B. Drawing Conclusions Based on Statistical Claims	0 1 2 3	
Task 10	A. Concepts of Ratio and Proportion	0 1 2 3	
	B. Understanding Coordinate Geomoetry	0 1 2 3	
Task 11	A. Understanding Perimeter and Area	0 1 2 3	
Task 12	A. Understanding Surface Area and Volume	0 1 2 3	
	B. Understanding Changes in Volume	0 1 2 3	
Task 13	A. Understanding Angles	0 1 2 3	
	B. Interpreting Scales	0 1 2 3	
Task 14	A. Understanding Formulas	0 1 2 3	
	B. Understanding Changes in Linear Dimension	0 1 2 3	
Task 15	A. Understanding Ratios, Proportions, and Percents in The Real World	0 1 2 3	
Task 16	A. Computation of Fractions	0 1 2 3	
	B. Computation of Decimals	0 1 2 3	
Task 17	A. Order of Operations	0 1 2 3	
	B. Algebra Substitution	0 1 2 3	
	C. One-Step Equations	0 1 2 3	

Instructional recommendations:

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STUDENT PROFICIENCY CHECKLIST

Student name _____ Grade Level _____ Teacher: _____

TASK	ASSESSMENT TARGET	PROFICIENCY✔	COMMENTS
Task 1	A. Interpreting Data to Formulate Scientific Conclusions	0 1 2 3	
Task 2	A. Understanding Processes of Scientific Investigation	0 1 2 3	
Task 3	A. Understanding Changes in Matter	0 1 2 3	
	B. Understanding Changes in Energy	0 1 2 3	
Task 4	A. Food Chains and Interaction of Non-Living and Living Things	0 1 2 3	
Task 5	A. Understanding Photosynthesis	0 1 2 3	
	B. Understanding Respiration	0 1 2 3	
	C. Understanding Recycling Through an Ecosystem	0 1 2 3	
Task 6	A. Understanding Cell Function and Structure	0 1 2 3	
	B. Understanding Cell Types	0 1 2 3	
Task 7	A. Understanding Human Body Systems	0 1 2 3	
	B. Understanding Disease and Its Causes	0 1 2 3	
Task 8	A. Understanding Cell Division	0 1 2 3	
	B. Understanding Chromosomes and Genes	0 1 2 3	

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	C. Environmental Changes Over Time	0 1 2 3	
Task 9	A. Identification of Minerals, Rocks and Soils	0 1 2 3	
	B. Formation of Minerals, Rocks and Soils	0 1 2 3	
	C. Understanding Caused of Natural Events	0 1 2 3	
Task 10	A. Understanding Weather Systems	0 1 2 3	
	B. Understanding Factors that Affect the Weather	0 1 2 3	
	C. Understanding Ways Heat Spreads Through the Atmosphere	0 1 2 3	
Task 11	A. Characteristics of Oceans	0 1 2 3	
	B. Understanding Tides and Currents	0 1 2 3	
Task 12	A. Structure of the Solar System	0 1 2 3	
	B. Interactions in the Solar System	0 1 2 3	
Task 13	A. Understanding Renewable and Non-renewable Resources	0 1 2 3	
	B. Using Technology To Solve Ecological Problems	0 1 2 3	
Task 14	A. Understanding Controlled Experiments	0 1 2 3	

Instructional recommendations:

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